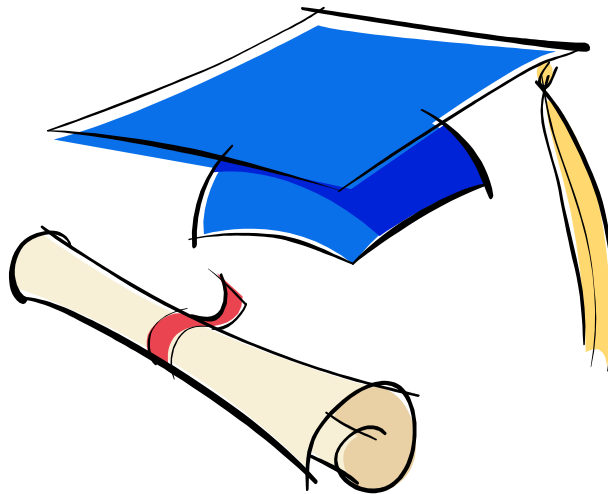


# 2008-09 Graduation Exhibition Handbook



Greenwood Laboratory School  
Missouri State University

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## **Graduation Exhibition**

### **The Exhibition**

As a requirement for graduation, each senior at Greenwood Laboratory School is required to exhibit their ability to:

- Communicate effectively in writing
- Communicate effectively in speaking
- Think critically
- Access information from a variety of sources
- Express ideas creatively
- Assume responsibility

To display these abilities, each senior will plan, develop and present an exhibition that focuses on a topic that is analytic and authentic in nature. The exhibition will reflect extensive research using a variety of sources and will include:

1. A written component
2. A public speaking component
3. A gamma component that demonstrates analysis and/or interpretation of the relation  
between the research paper and the Public Affairs Capstone Course field experience

### **Exhibition Components**

#### **1. Written Component**

This component will include a typed, double spaced, 6 – 8 page research paper with documentation following MLA guidelines. The paper must be more than a factual report or statement of personal opinion; it must present and support a thesis. All papers will be submitted to turnitin.com. The organization of the paper will follow one of two formats: an authentic issue, or a research question:

##### **Authentic Issue**

The student will choose a topic that has two differing points of view. The purpose of the paper will be to defend one viewpoint, while displaying an understanding of the opposing point of view.

For example, a student might choose to research the use of fetal tissue for medical purposes. Research would be conducted to understand the pros and cons of this issue. The paper would display knowledge of all aspects of the issue, yet strongly defend one point of view.

#### **Research Question**

The student will raise a question that has no obvious answer. The purpose of the paper will be to establish a legitimate answer to the question based on research.

For example, a student might raise the question, “What is the environmental impact of the power plant in Springfield, Missouri?” The paper would present evidence gained in research to provide a feasible answer to the question.

An annotated bibliography is required and is to include the following information for each source:

1. Specific research site where source was found
2. A single paragraph describing what specific information the source provided
3. A discussion critiquing the quality and viewpoint of the source

A sample entry is listed below:

Smith, John D. A Short History of Labor Relations in America. Boston: Parker Books, 1968.

This book was found at the Meyer Library at MSU. This source provides detailed descriptions of labor relations from the 1800’s through the 1950’s. It is an excellent source for information on the creation of the National Labor Relations Board, and it describes major strikes in detail, giving the points of view of both labor and management. It is well documented with many primary source references. This was a reliable general source for my research; however, since it did not include any discussion of race relations in labor disputes, it did not specifically address my research question.

An academic grade will be assigned for the first draft of the written component and will be included in the grade in English IV and Public Affairs Capstone course.

Note: To receive the “Distinguished” rating, the research paper must be assessed as “Distinguished” by the Writing Assessment Committee on the final copy submitted on April 8, 2009. No revisions of the written component will be accepted after the April 8 deadline unless the paper is assessed as Not Proficient.

## **2. Public Speaking Component**

The public speaking component will include:

1. A 5 – 7 minute summary of the content of the written component
2. The oral portion of the gamma presentation (if applicable)
3. A question and answer period of approximately 15 minutes

Note cards may be used minimally during the public speaking and gamma portion of the exhibition. The lead advisor will review note cards the day before the student’s presentation.

## **3. Gamma component**

The gamma component requires students to offer their own analysis and interpretation of the relation between the research paper and the Capstone Course field experience. This thoughtful analysis is to be presented in a creative multi-media presentation (not

to exceed 25 minutes in length). Examples of media need not be limited to technology, and may include:

- Dramatic monologue
- Original music composition
- Original artwork
- Slide presentation
- Video production
- Statistical analysis
- Photo essay
- Political cartooning or satire
- Epic poetry
- Foreign language proficiency
- Convention-style display, etc.

The gamma component must be completely produced by the student. Students may use professional services for minor production needs such as photocopying, enlargements/reductions, developing of still photographs, etc. However, all major production (including computer graphics, video editing and production, sound mixing, etc.) must be completed by the student. Since students are assessed on the quality of their production, use of professional services for major aspects of production will be considered evidence of academic dishonesty (see policy below). It is the responsibility of the student to budget time wisely in production of the gamma. Time constraints will not be accepted as a reason for utilizing professional services.

### **Policy on Academic Dishonesty**

Plagiarism is defined as “using someone else’s words or ideas without giving proper credit—or without giving credit at all—to the writer of the original” (Joseph F. Trimmer, [A Guide to MLA Documentation](#)). Any plagiarism or other academic dishonesty, whether intentional or unintentional, is a serious offense and will not be tolerated in the exhibition process.

Evidence of plagiarism or other academic dishonesty in the Written Component will result in the research paper being assessed as “Not Mastered,” and an F grade will be assigned for the paper in English IV and the Public Affairs Capstone course. A new research topic will be approved, and a new research paper will be required.

Evidence of plagiarism or other academic dishonesty in the Gamma Component will result in the presentation being assessed as “Not Mastered.” A new topic will be approved, and a new presentation will be required.

If plagiarism or other academic dishonesty is documented in any portion of the exhibition process, the highest overall rating the exhibition may receive will be “Proficient with Reservations.”

### **Advisory Committee**

Each student will work with a three-member Advisory Committee. One lead advisor will be assigned to each student.

**Responsibilities of the lead advisor will include:**

- Submitting Exhibition documents to the secondary counselor
- Contacting the student if deadlines are missed
- Contacting parents as needed regarding a lack of student progress
- Preparing the Final Assessment Report (see sample on page 12)
  - Original in sealed envelope to Candace Fisk for distribution to seniors in English IV; copies to Candace Fisk and committee members
- Review note cards the day prior to student's presentation

Two additional faculty/professionals will be selected by the student to serve on the Advisory Committee (see Committee Selection Form, page 10). All committee selections are final and may not be changed.

**Responsibilities of the Advisory Committee will include:**

- Advising student on topic selection and research of the written component
- Advising student on production of the gamma component
- Attending all scheduled meetings
- Reading final draft of written component in preparation for final Exhibition
- Reviewing scoring guides and levels of achievement with student
- Participating in the final Exhibition question and answer period
- Assessing public speaking, gamma, critical thinking and personal responsibility

The Writing Assessment Committee will assess the written component. This assessment will be submitted in writing to the lead advisor for inclusion in the Final Assessment Report.

**ALL COMMITTEE ASSESSMENTS ARE FINAL. THERE IS NO APPEAL PROCESS FOR EXHIBITION ASSESSMENT.**

If the student selects a committee member from outside of Greenwood, this person should be one who has expertise in the field of the chosen research topic. This person should be able to work closely with the student individually and be available to attend meetings of the Advisory Committee. This committee member should be instrumental in helping to refine the topic and in suggesting reading and other sources. This person must be in attendance at every committee meeting and may not be a relative of the senior.

**Oct 20-24**

**Meeting with Advisory Committee: Topic Proposal Approval**

- All committee members must be present
- Senior will present draft of Topic Proposal Paper for discussion
- Committee will sign proposal or recommended changes to be made by Oct 27 deadline

Note: Student may confer with members of the advisory committee as needed during research and writing of the research paper.

**Mar 16-20**

**Meeting with Advisory Committee: Gamma Proposal Approval**

- All committee members must be present
- Finalize gamma format
- Review gamma analysis (relation between research topic and field experience)
- Committee will approve proposal or recommend changes

**Apr 29-May 1**

**Graduation Exhibition**

- All committee members must be present
- Committee will observe and assess the final Exhibition
- Committee will participate in question and answer session

**May 5**

Final Assessment due no later than noon (one copy addressed to senior in sealed envelope **AND** one file copy for Candace Fisk))

Ms. Sue Baldwin.....Mariah Allai  
 Mrs. Dea Borneman..... Warren House  
 Mrs. Abby Burch.....Maral Cavner  
 Mr. Dave Davison.....Josh Burk  
 Ms. Vicki Dunlop.....Brad Cook  
 Mrs. Candace Fisk.....Nick MInter  
 Ms. Kathy Gibson .....Elise Haverstick  
 Mr. Kent Hedgpeth.....Lauren Cook  
 Dr. Steve Hinch.....Hanna Haghayeghi  
 Mrs. Ruth Ann Johnson ..... Windsor Esther  
 Ms. Melanie Kleeschulte .....Liza Salisbury  
 Mr. Richard Ruhe ..... Matt Cook  
 Mr. Steve Seal.....Sarah Godwin  
 Mrs. Vicki Sutton.....Kripa Sreepada  
 Mr. Darren Taylor ..... Alex Thompson  
 Dr. Tonia Tinsley.....Megan Morris  
 Mr. Todd Van Gorden.....Shelby Hendrick  
 Dr. Cathie Weir.....Patrick Connor

**Proposals**

**Topic Proposal Paper**

The Topic Proposal Paper will be a polished, 1-2 page typed document in which the senior will offer the following:

- a) A description of the topic
- b) An explanation of how the topic will be explored as either 1) an issue with opposing viewpoints, or 2) an original research question



Attached to the document, a preliminary bibliography will be submitted, including a minimum of three sources (other than encyclopedias) in complete MLA citation form. Students will present a draft of this proposal to each committee member **2 days in advance** of a meeting to be scheduled by the senior during the week of Oct 20-24. **The final copy of this proposal is due to all committee members on Monday, October 27, 2008.**

### **Gamma Proposal Paper**

The Gamma Proposal Paper will be a polished, 1-2 page document in which the senior will offer the following:

- a) An explanation of the analysis that will be offered in the gamma relating the research topic to the field experience
- b) A specific description of the multimedia format of the gamma

**This paper is due to all committee members 2 days in advance of the scheduled meeting with committee (during the week of Mar 16-20, 2009).**

### **Presentation Conditions**

All graduation exhibitions will be presented during the school day on April 29-May 1, 2009. A maximum of forty-five minutes will be allotted for each exhibition, which will include the public speaking component, the gamma presentation and a question and answer period. The exhibition will be presented before the Advisory Committee and will be an open public forum for observation by Greenwood students, families, MSU students and faculty and visitors from other schools.

### **Exhibition Assessment (See Exhibition Rubrics, pages 13 – 18)**

Each exhibition will be assessed as one of the following after the Advisory Committee has viewed all three components:

- Distinguished
- Mastered with Areas of Distinction
- Mastered
- Proficient with Reservations
- Not Proficient

Final Assessment Report (see sample on page 12) will be distributed in English IV on May 5, 2009. If the exhibition is assessed as “Not Mastered,” the student must contact Advisory Committee members to set a date for the revision to be presented no later than Friday, May 8, 2009.

## **Graduation Exhibition Schedule**

Oct 15..... Committee Selection Form Due  
(Submit form to Mrs. Fisk. See that off campus committee members receive a copy of the Exhibition Handbook.)

- Oct 20-24..... Seniors meet with entire committee to review draft of Topic Proposal Paper (Topic Proposal to be submitted to committee 2 days prior to this meeting)
  
- Oct 27.....Topic Proposal Paper due (Student responsible for copies for Writing Assessment Committee and Advisory Committee)
  
- Feb 27 ..... First Draft of written component due
  
- Mar 16-20..... Seniors meet with entire committee to discuss gamma (Gamma proposal to be submitted to committee members 2 days prior to this meeting)
  
- Apr 8 .....Final copy of written component due (Student responsible for copies for Writing Assessment Committee and Advisory Committee)
  
- Apr 29-May1..... All exhibitions presented
  
- May 5 ..... Final assessment of Graduation Exhibition to student (Original copy in sealed envelope for distribution in English IV; file copy to Candace Fisk)
  
- May 6-8 ..... Revised exhibitions presented as necessary
  
- May 8.....All major exhibition components must be assessed as Mastered by this date for senior to receive diploma at 2009 Commencement

**Human Subject Review Procedure**

Experimentation with human subjects risks physical, psychological or social damage to those subjects and is regulated carefully by the MSU Human Research Institutional Review Board. Any student contemplating research involving human subjects must discuss that research with his/her Faculty Advisor and fill out a Human Subjects Review - Class Research Project Form (see page 19). Only projects that qualify for exemption 2 on that form will be permitted. Research involving the use of educational tests, surveys, interviews or observation of public behavior may be undertaken provided that:

- a) Information is recorded in such a manner that human subjects cannot be identified directly or indirectly (e.g. use of names, photographs, videos, social security numbers, etc.).
- b) Subject confidentiality is maintained so that subjects will not be at risk of criminal or civil liability, or sustain damage to their financial standing, employability or reputation.

Faculty Advisors are responsible for determining that student research is of the type permitted by exemption 2, for signing and dating the form, and for sending the form to the MSU Human Research Institutional Review Board.

**2009 Graduation Exhibition**

**Committee Selection Form**

Student: \_\_\_\_\_

Lead Advisor: \_\_\_\_\_

I have agreed to serve on this senior's Graduation Exhibition Advisory Committee:

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

I have agreed to serve on this senior's Graduation Exhibition Advisory Committee:

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

**Student: Copies of this form are to be submitted to a) the Lead Advisor, and b) Mrs. Fisk no later than October 15, 2008.**

## **2008-09 Graduation Exhibition: Assessment Criteria**

### **Instructions**

Included in this handbook are the criteria for use in assessing the Graduation Exhibitions. The five sets of criteria should be used as follows:

### **Personal Responsibility Criteria**

These criteria will be used to assess personal responsibility during the entire exhibition process, throughout planning, research, writing, production and presentation.

### **Critical Thinking Criteria**

These criteria will be used to assess critical thinking upon completion of all three exhibition components: written, public speaking and gamma.

### **Written Component Criteria**

These criteria will be used to assess the research paper upon submission of the final draft.

### **Public Speaking Criteria**

These criteria will be used to assess the oral synopsis of research and the question and answer period.

### **Gamma Component Criteria**

These criteria will be used to assess the gamma presentation.

### **Achievement Levels**

Exhibitions will be assigned one of the following achievement levels:

— **Distinguished**

To receive the “Distinguished” level of achievement, ALL criteria for Critical Thinking, Written, Public Speaking and Gamma components must be assessed as Distinguished and Personal Responsibility must be assessed as “Mastered”.

— **Mastered with Areas of Distinction**

To receive the “Mastered with Areas of Distinction” level of achievement, an exhibition must be assessed as “Distinguished” in Personal Responsibility, and as “Distinguished” in Critical Thinking, and two of the following three components: Written, Public Speaking and Gamma.

— **Mastered**

To receive the “Mastered” level of achievement, ALL criteria on each page of the scoring guides must be assessed as “Mastered”.

— **Mastered with Reservations**

Exhibitions, which are assessed as “Mastered” or “Distinguished” in all areas except “Personal Responsibility”, will be designated as “Proficient with Reservations”. Evidence of academic dishonesty in any aspect of the exhibition will result in a final assessment no higher than “Mastered with Reservations”.

**NOTE: Selected revisions of assessment rubrics will be provided at the beginning of the spring 2009 semester. The following rubrics are offered as general guidelines until the revised rubrics are provided.**

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S A M P L E

## 2008-09 Graduation Exhibition: Final Assessment Report

### **Written Component: Distinguished**

- Very well written
- Outstanding research
- Made a difficult topic easy to understand
- Strong organization
- Well documented

### **Public Speaking Component: Mastered**

- Strong body of information, but introduction was not apparent (thesis not stated at beginning) and conclusion was not well organized
- Outstanding analysis displayed in question and answer period

- Physical demeanor displayed nervous responses

**Gamma Component: Mastered**

- Highly creative relation to research topic
- Effective use of interviews
- Strong visual impact
- More analysis on student’s part would strengthen presentation

**Critical Thinking: Distinguished**

- Outstanding, thoughtful analysis displayed
- Critical thinking skills displayed included analysis of evidence, evaluation of information, drawing of conclusions, determination of relevance, cause and effect, distinguishing fact from opinion, comparing and contrasting, recognizing bias, identification of assumptions, prediction of consequences, and showing alternatives

**Personal Responsibility: Distinguished**

- Outstanding work ethic, attitude and accessibility
- Met all deadlines

The committee wishes to congratulate (name) on his/her wonderful display of talents and abilities throughout the exhibition process. It was a privilege to advise him/her and learn from him/her.

**Final Assessment: Mastered**

**Committee Signatures/Date:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Personal Responsibility Scoring Guide**

	<u><b>Distinguished</b></u>	<u><b>Not Mastered</b></u>
<b>Deadlines</b>	-- Meets committee deadlines	-- Misses committee deadlines

<b>Interaction with Advisory Committee</b>	<ul style="list-style-type: none"> <li>-- Initiates meetings with advisory committee in a timely manner</li> <li>-- Maintains high level of accessibility</li> </ul>	<ul style="list-style-type: none"> <li>-- Does not initiate meetings with advisory committee in a timely manner</li> <li>-- Is inaccessible to committee members</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>-- Maintains positive attitude toward exhibition and advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>-- Does not maintain positive attitude toward exhibition or advisory committee</li> </ul>
<b>Time Management</b>	<ul style="list-style-type: none"> <li>--Manages time effectively without infringing on other coursework or class time</li> <li>--No absences from school related to exhibition preparation</li> </ul>	<ul style="list-style-type: none"> <li>--Time not managed effectively; individual classes missed to work on exhibition (with or without teacher's permission)</li> <li>--Absent from entire school day(s) related to exhibition preparation</li> </ul>

### Critical Thinking Scoring Guide

(See definitions on next page.)

	<u><b>Distinguished</b></u>	<u><b>Mastered</b></u>	<u><b>Not Mastered</b></u>
<b>Thinking Skills</b>	<ul style="list-style-type: none"> <li>-- Five or more of the following critical thinking skills displayed in a broad and in-depth manner:</li> <li>- Analyzes evidence</li> <li>- Formulates questions</li> </ul>	<ul style="list-style-type: none"> <li>--Three or four of the following critical thinking skills displayed:</li> <li>- Analyzes evidence</li> <li>- Formulates questions</li> </ul>	<ul style="list-style-type: none"> <li>-- Fewer than three of the following critical thinking skills displayed:</li> <li>- Analyzes evidence</li> <li>- Formulates questions</li> </ul>

- Evaluates information
- Draws conclusions
- Determines relevance
- Shows cause and/or effect
- Distinguishes fact from opinion
- Solves problems
- Makes inferences
- Compares and/or contrasts
- Recognizes bias
- Identifies assumptions
- Predicts consequences
- Shows alternatives

- Evaluates information
- Draws conclusions
- Determines relevance
- Shows cause and/or effect
- Distinguishes fact from opinion
- Solves problems
- Makes inferences
- Compares and/or contrasts
- Recognizes bias
- Identifies assumptions
- Predicts consequences
- Shows alternatives

- Evaluates information
- Draws conclusions
- Determines relevance
- Shows cause and/or effect
- Distinguishes fact from opinion
- Solves problems
- Makes inferences
- Compares and/or contrasts
- Recognizes bias
- Identifies assumptions
- Predicts consequences
- Shows alternatives

## Critical Thinking Skills: Definitions

### Analyzes Evidence

Examines information critically; breaks down information into component parts

### Formulates Questions

Determines what information is needed, then composes thoughtful questions designed to gain this information

### Evaluates Information

Critiques information; decides whether information is useful and valid to the study

### Draws Conclusions

After examining information, uses reasoning skills to determine one's own perspective on the subject

### Determines Relevance

Determines which source(s) and information are useful to the study



**Shows Cause and/or Effect**

Determines why an event occurred; determines results/consequences of an event; identifies relationships between events

**Distinguishes Fact from Opinion**

Distinguishes between information that can be verified or proven and that which is based on opinion, differing values or differing beliefs

**Solves Problems**

Identifies problems; offers plausible solutions; displays understanding of consequences of solutions

**Makes Inferences**

Finds meaning that is not explicitly stated; uses evidence to reach new ideas, discover meanings that are obscure

**Compares and/or Contrasts**

Identifies similarities and/or differences between two or more situations; explores significance of similarities and differences

**Recognizes Bias**

Determines point of view of a person/source; recognizes how the bias might affect the usefulness of the information

**Identifies Assumptions**

Recognizes the underlying ideas, persuasions, or beliefs that influence how information is presented

**Predicts Consequences**

Determines potential positive and/or negative effects of choices

**Shows Alternatives**

Identifies plausible actions other than those being considered; determines what consequences would result from the alternative actions

### Written Component Scoring Guide

	<u>Distinguished</u>	<u>Mastered</u>	<u>Not Mastered</u>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>--Thesis clearly defined</li> <li>--Topic effectively limited</li> <li>--Engaging introduction stimulates interest in topic</li> </ul>	<ul style="list-style-type: none"> <li>--Thesis clearly stated</li> <li>--Topic limited</li> </ul>	<ul style="list-style-type: none"> <li>--Thesis unclear or unidentifiable</li> <li>--No attempt to limit topic</li> </ul>
<b>Development and Organization</b>	<ul style="list-style-type: none"> <li>--Thesis thoroughly developed throughout</li> <li>--Wide variety of specific supporting evidence (reasons, examples, case studies, details, statistics)</li> <li>--Highly organized plan with strong sense of unity</li> <li>--Clear transitions aid flow of paper</li> </ul>	<ul style="list-style-type: none"> <li>--Thesis developed</li> <li>--General supporting evidence (reasons, examples, details, case studies, statistics)</li> <li>--Logical organization</li> <li>--Transitions evident</li> </ul>	<ul style="list-style-type: none"> <li>--Thesis not developed</li> <li>--Unnecessary information included</li> <li>--Little or no supporting evidence</li> <li>--No organizational plan evident</li> <li>--No attempt to create unity</li> <li>--Lacks transitions</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>--Comprehensive conclusion</li> </ul>	<ul style="list-style-type: none"> <li>--Summary statement</li> </ul>	<ul style="list-style-type: none"> <li>--Vague or no summary</li> </ul>

	skillfully summarizes thesis --Provides closure	evident --Clear connection to thesis	statement --No connection to thesis
<b>Evidence of Research</b>	--Four or more highly qualified sources cited appropriately within text --Detailed annotated bibliography includes two or more types of sources (books, periodicals, online, interviews, documents)	Three qualified sources cited within text --Annotated bibliography includes two types of sources (books, periodicals, interviews, online, documents)	--Fewer than three qualified sources cited within text --No annotations or bibliography includes only one type of source (books, periodicals, interviews, online, documents)
<b>Mechanics</b>	--Writing reflects superior editing (fewer than nine total errors in paper) in these areas: - Punctuation/caps - Spelling - Sentence structure - Run on/fragments - Verb usage - Subject/verb agreement - Paragraph length - Appropriate vocabulary - Pronoun usage - Point of view - Manuscript (typing, spacing, documentation)	--Writing reflects careful editing (no more than 12 errors) in these areas: - Punctuation/caps - Spelling - Sentence structure - Run on/fragments - Verb usage - Subject/verb agreement - Paragraph length - Appropriate vocabulary - Pronoun usage - Point of view - Manuscript (typing, spacing, documentation)	--Writing reflects careless editing (more than 12 errors) in these areas: - Punctuation/caps - Spelling - Sentence structure - Run on/fragments - Verb usage - Subject/verb agreement - Paragraph length - Appropriate vocabulary - Pronoun usage - Point of view - Manuscript (typing, spacing, documentation)

## Public Speaking Scoring Guide

	<u>Distinguished</u>	<u>Mastered</u>	<u>Not Mastered</u>
<b>Introduction</b>	--Captured audience attention --Thesis clearly stated	--Introductory statement clear, but not captivating --Thesis clearly stated	--No introductory statement or thesis statement evident
<b>Body</b>	--Highly organized --Statements strongly supported with strong evidence (facts, examples, details)	--Clear organization --Clear use of supporting evidence	--Poor organization --Little or no supporting evidence
<b>Conclusion</b>	--Comprehensive conclusion skillfully summarizes thesis --Provides closure	--Summary statement evident --Clear connection to thesis	--Vague or no summary statement
<b>Language Usage</b>	--No grammatical errors --Varied sentence structure --Thoughtful word choice (vivid)	--Minimal grammatical errors --Repetitive sentence	--Frequent grammatical errors --Lack of sentence

	descriptors, no slang, appropriate vocabulary)	structure --Acceptable word choice	structure --Inappropriate word choice
<b>Question Answering</b>	--Displays thorough knowledge of content --Consistently displays ability to apply and analyze content	--Displays clear knowledge of content --Displays ability to apply and analyze content	--Displays insufficient knowledge of content --Unable to apply or analyze content
<b>Voice</b>	--Consistently exhibits distinct articulation --Volume and rate support expressive delivery --No unintended pauses	--Satisfactory articulation --Suitable volume and moderate rate --Rare unintended pauses	--Lack of clear articulation, suitable volume or rate --Excessive unintended pauses
<b>Body Movement</b>	--Exhibits expressive body language through posture, gestures and general movement (aids spoken word)	--Exhibits controlled body language through posture, gestures and general movement (aids spoken word)	--Lack of composure --Body language distracts from spoken word (laughter, extreme nervousness)
<b>Eye Contact</b>	--Maintains continual eye contact --Rarely refers to notes --No reading of speech	--Maintains eye contact --Moderate use of notes --No reading of speech	--Minimal eye contact --Heavy reliance on notes --Reads speech
<b>Time Requirement</b>	--Synopsis 5 – 7 minutes in length	--Synopsis 5 – 7 minutes in length	--Synopsis does not fit length of 5 – 7 minutes

### Gamma Component Scoring Guide

	<u>Distinguished</u>	<u>Mastered</u>	<u>Not Mastered</u>
<b>Analysis of relation between research topic and field experience</b>	--Thorough, detailed analysis and interpretation evident -- In depth analysis of the facts supporting the relationship between research paper and field experience	--Analysis evident --Facts stated in support of analysis between the research paper and the field experience	--Little or no analysis of relationship between research paper and the field experience --Only factual information presented
<b>Creative Effort</b>	--Creative concept clearly presented in a thought provoking manner	--Creative concept apparent, but lacks clarity and stimulation (visual or auditory)	--No creative concept apparent

**Technical Quality**

--Media quality superior  
--No distracting technical flaws/errors  
--Operates all equipment independently in a manner that does not distract from or delay the presentation  
--Completely student produced (methods of technical production approved by advisory committee)

--Media quality strong  
--Contains minimal technical flaws/errors  
--Operated all equipment independently  
--Completely student produced (methods of technical production approved by advisory committee)

--Media quality poor  
--Technical flaws and errors detract from presentation  
--Does not operate all equipment independently  
--Evidence of professional production

**Form IRB-CL**

**HUMAN SUBJECTS REVIEW  
Class Research Project Form**

Title of Study: \_\_\_\_\_

Where the Study will be conducted: \_\_\_\_\_

Class: \_\_\_\_\_ Semester & Year: \_\_\_\_\_

Department: \_\_\_\_\_ Instructor: \_\_\_\_\_

Instructor's Phone: \_\_\_\_\_ Date: \_\_\_\_\_

Students involved: \_\_\_\_\_

**Class research projects are exempted from committee review if the research falls into one or more of the following categories. Circle the exemption that applies to this project.**

Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal and civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, that is not exempt under paragraph (b)(2) of this section if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Research and demonstration projects which are conducted by or subject to the approval of

Department or Agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

**I am the instructor in the above class. I have read the criteria above for exempt research. In reviewing this student's project, I have judged that it is within the category of exempt research and therefore deem committee review unnecessary.**

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Instructor signature \_\_\_\_\_

Date \_\_\_\_\_

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Greenwood Laboratory School

## 2008-09 Graduation Exhibition

We have read this 2008-09 Graduation exhibition Handbook and agree to abide by all guidelines, schedules, and assessment criteria included in it.

We understand that completion of the exhibition at the Mastered level of proficiency is a requirement for graduation from Greenwood Laboratory School, and that the diploma will not be awarded at Commencement Exercises if all major Exhibition components have not been assessed as Mastered by May 9, 2009.

Student signature \_\_\_\_\_

Date \_\_\_\_\_

Parent signature \_\_\_\_\_

Date \_\_\_\_\_

**This form due to Mrs. Fisk on Monday, September 29, 2009.**