



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_



*If you are reading this packet you are starting a journey toward (1) a better understanding of your behavior, (2) the connection between your behavior, the Code of Conduct, and Core Values, and (3) your ability to impact peers and other members of the school community by sharing your experience, research, and talents in a School Community Support Project.*

The STEM Academy Code of Conduct lists a number of responses for behavior violations. One type of response is called School Community Support. From the STEM Academy Student Handbook:

### **School Community Support**

**Student is given opportunity to engage in a co-curricular service opportunity (project) defined through a collaborative process between the student and administrator.**

The School Community Support Project is an independent project completed with support and assistance from administration and other members of the school community. The Project will be completed by following a series of steps. Each step is accomplished through collaborative discussions with an administrator.

Steps toward completion of the School Community Support Project:

**Step 1: Identifying Code of Conduct Violation**

**Step 2: Reflecting on Behavior**

**Step 3: Indicating Core Values**

**Step 4: Determining a Project Topic**

**Step 5: Selecting or Proposing Project Type**

**Step 6: Selecting, Adapting, or Proposing Project Guidelines**

**Step 7: Submission Date**

**Step 8: Research Record**

**Step 9: Self-Assessment of Project**

**Step 10: Evaluation of Project**

### **Step 1: Identifying Code of Conduct Violation**



*In the STEM Academy Student Handbook is a section titled: STEM Academy Code of Conduct. The Code of Conduct lists conduct violations and disciplinary responses (penalties). During your meeting with an administrator, the Code of Conduct was used to identify the violation related to your behavior and to indicate a disciplinary response to your behavior.*

Specifically, what was the conduct violation (as printed in the STEM Academy Code of Conduct) that resulted from your behavior?

**Group** \_\_\_\_\_ **Violation:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Think about the conduct violation described in the preceding question. Why do you think that this conduct violation exists at the STEM Academy?

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The Code of Conduct includes a range of disciplinary responses for each violation, for example:

RESPONSE: Range: **Student/parent/administrator conference**, and/or **peer mediation** (non-violent violation), and/or **school community support**, and/or **suspension** from all classes and school activities, **restitution** for any damages, **involvement of the police and/or fire department** if needed.  
Additional action: Possible additional days of **suspension, exclusion, or expulsion**.

Why do you think a range of responses is included with each violation?

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## Step 2: Reflecting on Behavior



*Regarding your behavior, just as important as what happened is why it happened.*

What type of behavior led to your violation?

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How do you think your behavior affects other members of the school community (students, teachers, parents, administrators)?

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## Step 3: Indicating Core Values:



*Our STEM Core Values serve to guide all members of our school community toward a better understand of our fundamental beliefs.*

Reflecting on your behavior as described in Step 2, circle any of the following core values that are related to your behavior.

### SHARE

Every day you should work to contribute to the learning and achievement of your classmates. Are you often helpful to others or are you always asking from others?

### QUESTION

Students with a passion for learning ask a lot of good questions. Take the initiative to seek answers to your questions...approach your world through inquiry. Are you seeking answers and are you listening and learning when others ask questions?

### UNDERSTAND

At STEM we continue our journey to better understand our world. Beyond hearing and seeing, we are doing projects, labs, field trips... Are you learning independently or when participating in a group, or do you require behavior reminders?

### INVESTIGATE

We are curious and we research and experiment towards discovery. Are you fully participating in classroom learning experiences and field learning experiences, or do you distract others from participating?

### RESPECT

Thank goodness, we do not think, look, nor act alike; we each have our own heritage, our own way of learning, our own style, and our own actions. As you go through your day, do you honor

and value all members of the school community, or do you disregard others?

## EXCEL

Work hard every day in class, on the field, on the stage, at practice, at rehearsal, and at home to achieve your highest potential. Are you helping or hindering the potential of a peer by your words and actions?

## SERVICE

All day, every day...in school, out of school, assist others in reaching their highest potential. Are you becoming more self-less in the service of others, or are you selfish in your pursuits?

Looking at your circled core value(s), is there one that you feel has the strongest connection to your behavior?

List the name of the core value: \_\_\_\_\_

How is the chosen core value related to your behavior? \_\_\_\_\_

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## Step 4: Determining Project Topic



*Before choosing a topic, reflect on your violation of the Code of Conduct (Step 1), your behavior (Step 2), the affect of your behavior on others (Step 2), your chosen core value (Step 3), and also keep in mind that another objective of this project is to provide assistance to your peers. As an example, a student who texted a hurtful message to a classmate, in violation of Group C, "Use of abusive language...", and Group D, "Violation of the Computer Acceptable Use Policy", and circled the core value of "respect", chose the topic: Teen Cyber-Bullying*

What do you feel might serve as an appropriate topic for your project?

**Project Topic:** \_\_\_\_\_

## Step 5: Selecting/Proposing Project Type



*Now that you have identified your project topic in Step 4, it is time to determine your project type. Project type refers to the method you will use to share/communicate what you have learned with your peers. The key to a rewarding, meaningful project is to determine how you can incorporate your personal interests/pursuits, and talents into your project. In this section we will learn how you can take a favorite activity (as well as the enthusiasm you display toward that activity) and apply it toward this project.*

Given a choice, exactly what would you most like to be doing today? Put another way, what is it that you like to do inside or outside of school? Put yet another way, what activity are you enthusiastic/excited about?

Reflecting on your favorite activity and communication of your topic, choose one of the following project types, or if you do not see a type that is related to your favorite activity, provide a type of your own. Remember, the number of project types is only limited by your imagination, as there are a multitude of activities that students enjoy, so too are there a multitude of potential project types.

**Project Type:** \_\_\_\_\_

## COMPUTER TECHNOLOGY/DIGITAL MEDIA PROJECTS



*Are you into computers/digital media? Consider the following project types related to digital technology. Included with each project type is a set of guidelines that may be used or may be adapted to complete the project and then to assess the project. Students may choose from the following project types or may introduce another type during a collaborative discussion with administrator.*

## **Interactive Poster**

Student creates a digital, interactive poster incorporating a minimum of 10 graphics with a minimum of 20 words of descriptive text per graphic. Minimum of 1 title per graphic. Proper documentation of text and graphics. Visually appealing/publishable quality. Minimum of 2 sources listed on completed research record.

## **Power Point**

Student produces a presentation incorporating a minimum of 5 slides with a minimum of 1 topic-related graphic per slide and 40 words of descriptive text. Visually appealing/publishable quality. Minimum of 2 sources listed on completed research record.

## **Web Page**

Student produces a web page incorporating a minimum of 5 topic-related concepts. Minimum of 40 words of text per concept. Minimum of 1 graphic per concept. Page incorporates a minimum of 2 different font styles, font sizes, and font colors. Page utilizes a minimum of 1 hypertext link. Visually appealing/publishable quality. Proper documentation of text and graphics. Minimum of 2 sources listed on completed research record.

## **Web Site Review**

Student lists and provides the home page URL for a minimum of 5 topic-related web sites. Student will then consider the best and the worst of the 5 and write a minimum 100 word review of each, based on content (what is presented), and presentation (how it is presented). Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Digital Artwork**

Students create a digital artwork. Project displays advanced skills by producing original artwork or photo editing and transforming picture into stunning artwork. Minimum of 1 picture, 100 words of descriptive text, visually appealing/publishable quality, minimum of 2 sources listed on completed research record.

## **Animation**

Student animates topic into minimum 1-minute animation, making objects move using frame-by-frame, motion tweens, shape tweens, and motion paths. Storyboard must include a minimum of 10 panels, 100 words of text total. Visually appealing/publishable quality. Minimum of 2 sources listed on completed research record.

## **Digital Media/Video**

Rendered video represents a personal vision of topic unique to the producer. Storyboard includes a minimum of 5 topic-related concepts incorporated into video with a minimum of 20 topic-related words of dialog per listed concept (100 total). Video includes titles and references. Minimum of 2 sources listed on completed research record.

## **WRITING/CREATIVE WRITING PROJECTS**



*Do you enjoy writing? Consider the following project types related to writing. Included with each project type is a set of guidelines that may be used or may be adapted to complete the project and then to assess the project. Students may choose from the following project types or may introduce another during a collaborative discussion with administrator.*

### **Children's Literature**

Minimum of 10 panels of topic-related information. Minimum of 20 words of topic-related, age-oriented text per panel. Story is written for K-2 beginning readers. Story incorporates plot, character (s) and a minimum of 1 writing technique (i.e. personification) suitable for "reaching" an early reader. Minimum of 1 graphic per panel. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### **Drama/Playwriting**

Plot incorporates a minimum of 5 topic-related concepts. Minimum of 200 words of dialogue including stage direction. Includes self-generated diagram of stage set-up. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### **Fact-Based Fictional Story (Science Fiction)**

Minimum of 200 words of computer-generated text. Story includes a minimum of 5 topic-related facts buried in the fictional text. Story incorporates a minimum of 1 character and a minimum of 2 settings. Minimum of 2 sources listed on completed research record.

### **Songwriting**

Self-generated song/rap lyrics or collection of a minimum of 200 words. Incorporates a minimum of 5 topic-related elements. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### **Movie Review**

Review includes a minimum 100 word summary/description of movie plot incorporating a minimum of 5 scenes from the movie related to topic. A minimum 100 word personal opinion of the film supported by a minimum of 5 movie scenes related to topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Myth/Tall-Tale**

Minimum of 200 words of computer-generated text. Story includes a minimum of 5 topic-related facts buried in the fictional text. Story incorporates a minimum of 1 character and a minimum of 2 settings. Minimum of 2 sources listed on completed research record.

## **Poetry**

Self-generated poem or collection of a minimum of 200 words. Incorporates a minimum of 5 topic-related elements. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Screenplay**

Plot incorporates a minimum of 5 topic-related concepts. Minimum of 200 words of dialogue including direction. Includes self-generated diagram of setting. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **“Worst-Case Scenario”**

Presentation includes a minimum of 5 “worst case” tips/directives. Minimum of 40 words of descriptive text per tip. Minimum of 1 graphic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Research Paper**

All papers will adhere to MLA standards: Times New Roman, size 12 font, double –spaced, one-inch border on all sides of page. Proper title page, text page formats. All resources will be documented using parenthetical notation and a completed research record. Length is unlimited but must be a minimum of 200 words of text. Minimum of 2 sources listed on completed research record.

## **FINE ARTS (VISUAL) PROJECTS**



*Are you artistic? Consider the following project types related to the visual arts. Included with each project type is a set of guidelines that may be used or may be adapted to complete the project and then to assess the project. Students may choose from the following project types or may introduce another type during a collaborative discussion with administrator.*

### **Painting** (oil, acrylic, watercolor)

Rendered artwork represents a personal vision of topic unique to the artist. Choice of medium showcases talent of artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### **Drawing** (pencil, chalk, pastel)

Rendered artwork represents a personal vision of topic unique to the artist. Choice of medium showcases talent of artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### **Collage**

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of five topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### **Sculpture** (clay, metal, wood, found objects...)

Rendered artwork represents a personal vision of topic unique to the artist. Choice of medium showcases talent of artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### **Photography** (digital, 35mm)

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### **Architecture**

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.



## **Landscape Design**

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic and a list of materials used to satisfy the vision. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Glass/Ceramics**

Rendered artwork represents a personal vision of topic unique to the artist. Choice of medium showcases talent of artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Print Making**

Rendered artwork represents a personal vision of topic unique to the artist. Choice of medium showcases talent of artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Jewelry Design**

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic and a list of materials used to satisfy the vision. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Fashion Design**

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic and a list of materials used to satisfy the vision. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Industrial Design (furniture, fixtures...)**

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic and a list of materials used to satisfy the vision. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Transportation Design (automotive, aircraft, train...)**

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic and a list of materials used to satisfy the vision. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Electronic Media**

Rendered artwork represents a personal vision of topic unique to the artist. Written key to artwork includes a minimum of 5 topic-related concepts incorporated into artwork with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for artwork indicates a unique arrangement of visual elements to support topic. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## **Poster**

Student creates a poster incorporating a minimum of 10 graphics with a minimum of 20 words of descriptive text per graphic. Minimum of 1 title per graphic. Proper documentation of text and graphics. Visually appealing/publishable quality. Minimum of 2 sources listed on completed research record.

## **FINE ARTS (MUSIC, DANCE, THEATER) PROJECTS**



*Are you artistic? Consider the following project types related to music, dance, and theater arts. Included with each project type is a set of guidelines that may be used or may be adapted to complete the project and then to assess the project. Students may choose from the following project types or may introduce another type during a collaborative discussion with administrator.*

### **Musical Composition and Performance**

Rendered work represents a personal vision of topic unique to the composer/performer. Composition incorporates (through tone, rhythm) a minimum of 5 topic-related concepts. Written key to composition includes a minimum of 20 topic-related words of text per listed concept (100 total). Live or recorded performance of composition to be included in project. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## Dance Choreography and Performance

Rendered work represents a personal vision of topic unique to the choreographer/dancer. Choreography incorporates a minimum of 5 topic-related concepts. Written key to choreography includes a minimum of 20 topic-related words of text per listed concept (100 total). Live or recorded performance of dance to be included in project. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## Theatrical Skit/One-Act/Short Sketch and Performance

Rendered work represents a personal vision of topic unique to the writer/actor. Skit incorporates a minimum of 5 topic-related concepts. Skit includes a minimum of 200 topic-related words of text per listed concept (100 total). Live or recorded performance to be included in project. Comp words of topic-related dialogue. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## GAME DESIGN PROJECTS



*From dodge-ball to Monopoly to Candy Crush, do you enjoy games and gaming? Consider the following project types related to game design. Included with each project type is a set of guidelines that may be used or may be adapted to complete the project and then to assess the project. Students may choose from the following project types or may introduce another type during a collaborative discussion with administrator.*

### Board Game Design

Game design represents vision of topic unique to the designer. Written plan includes a minimum of 5 topic-related concepts incorporated into game with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for game indicates rules for play. Completed project includes game board, rules, and playing pieces. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### Athletic Game Design

Game design represents vision of topic unique to the designer. Written plan includes a minimum of 5 topic-related concepts incorporated into game with a minimum of 20 topic-related words of text per listed concept (100 total). Plan for game indicates map of gaming surface, rules for play, strategy, and necessary equipment. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

### Electronic Game Design

Game design represents vision of topic unique to the designer. Design includes a minimum of 5 game panels representing 5 topic-related concepts incorporated into game. Panels may be rendered in designer's choice of digital or traditional media. Minimum of 20 topic-related words of text per concept/panel (100 total). Plan for game indicates rules for play and strategy. Computer-generated text and titles. Minimum of 2 sources listed on completed research record.

## Step 6: Selecting, Adapting, or Proposing Project Guidelines



*The guidelines presented with the preceding project types may be accepted as written or may be revised/adapted to best suit the project. Revisions/adaptations to guidelines will be discussed with and approved by an administrator.*

**Project Guidelines:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Step 7: Submission Date



*Students should work collaboratively with an administrator to determine a suitable project submission date. When determining the date, keep your guidelines in mind, being sure to include enough time to achieve all of the listed objectives.*

**Project Submission Date:** \_\_\_\_\_

## Step 8: Research Record



*As you investigate your topic, record the information sources. Remember, the guidelines for all project types require a minimum of 2 sources.*

### STEM Academy School Community Support **Project Research Record**

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

Project Topic: \_\_\_\_\_

Project Resources:

Internet

URL/Web Address: \_\_\_\_\_

Title/Topic of web site/page: \_\_\_\_\_

Internet

URL/Web Address: \_\_\_\_\_

Title/Topic of web site/page: \_\_\_\_\_

Reference Stacks

Author: \_\_\_\_\_

Title of article: \_\_\_\_\_

Title of reference: \_\_\_\_\_ Edition #: \_\_\_\_\_

Non-Fiction/Fiction Stacks

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Journal/Magazine/Newspaper Archives

Author: \_\_\_\_\_

Title of article: \_\_\_\_\_

Journal/Magazine/Newspaper: \_\_\_\_\_

Film/DVD

Title: \_\_\_\_\_

Director: \_\_\_\_\_

Sound Recording (MP3/Compact Disk, Cassette Tape)

Artist(s): \_\_\_\_\_

Title of recording: \_\_\_\_\_

Graphic/Art

Artist: \_\_\_\_\_

Title of artwork: \_\_\_\_\_

Type of artwork: \_\_\_\_\_



## Step 9: Self-Assessment of Project



*Self-Assessment of your project will ensure achievement of all project objectives as defined in your project guidelines. Upon completion of your Self-Assessment, administration will also use this rubric to evaluate your project.*

Upon completion of your project, self-assess your achievement of the objectives by circling the appropriate space within each element and applying total to set range of achievement.

Self-Assessment Score:

**ADVANCED 11-20**

**PROFICIENT 6-10**

**DEVELOPING 3-5**

**BEGINNING 0-2.5**

PROJECT PREPARATION				
ELEMENT	ADVANCED 2	PROFICIENT 1	DEVELOPING .5	BEGINNING .25
UNDERSTANDING CODE OF CONDUCT	Clear understanding of connection between behavior, violation of code of conduct, and impact on school community	Clear understanding of connection between behavior and violation of code of conduct	Forming connection between behavior and violation of code of conduct	Misunderstanding of connection between behavior and violation of code of conduct
UNDERSTANDING CORE VALUES	Clear understanding of connection between behavior, code of conduct, and impact on school community	Clear understanding of connection between behavior and core values	Forming connection between behavior and core values	Misunderstanding of connection between behavior and core values
ABILITY TO IMPACT PEERS	Clear understanding of ability to impact peers and other members of the school community through project sharing	Clear understanding of ability to impact peers through project sharing	Forming connection between ability and impact on peers through project sharing	misunderstanding ability to impact peers
PROJECT				
TOPIC	Clearly stated topic is directly related to unit of study and matches personal interests of researcher	Topic is directly related to unit of study and matches personal interests/pursuits of researcher	Topic is related to unit of study	Topic is not related to unit of study
TYPE	Clearly stated type allows effective communication of topical information/data while highlighting talent/skills of researcher	Type allows communication of majority of topical information/data while highlighting skill of researcher	Type allows communication of minority of topical information/data while highlighting skill of researcher	Type does not allow communication of topical information/data and/or does not highlight skill of researcher

RESOURCES	Researcher independently and effectively accesses appropriate resources, analyzes sources to assess accuracy, follows procedures (MLA) regarding responsible use of resource information/data	Researcher accesses appropriate resources, analyzes sources to assess accuracy, follows procedures (MLA) regarding responsible use of resource information/data	Researcher accesses resources, analyzes majority of sources to assess accuracy, follows majority of procedures (MLA) regarding responsible use of resource information/data	Researcher fails to access and/or accesses inappropriate resources and/or fails to analyze sources to assess accuracy, and/or fails to follow procedures (MLA) regarding responsible use of resource information/data
GUIDELINES	Clear research guidelines written to challenge the researcher to highest level of achievement	Research guidelines written to challenge the researcher to an acceptable level of achievement	Research guidelines written to challenge the researcher to a beginning level of achievement	Research guidelines missing/incomplete
RESEARCH RECORD	Record includes all required documentation	Record includes majority of required documentation	Record is missing key documentation	Record is missing documentation
RESEARCH PROJECT	Research reflects advanced level of topical knowledge, Satisfies all elements in research guidelines	Research reflects satisfactory level of topical knowledge, Satisfies all elements in research guidelines	Research reflects limited level of topical knowledge, Satisfies majority of elements in research guidelines	Research reflects minimal level of topical knowledge, Satisfies few/zero elements of research guidelines
SUBMISSION	Elements of research project submitted for approval on or before target dates	Majority of elements of research project submitted for approval on or before target dates	Majority of elements of research project submitted for approval after target dates	Elements of research project not submitted for approval

-----students, please do not write below this line-----

## Step 10: Evaluation of Project

Student must score **PROFICIENT** or above to complete the School Community Support Project. Student may resubmit project until level of proficiency is achieved.

Evaluation Score:

**ADVANCED 11-20**

**PROFICIENT 6-10**

**DEVELOPING 3-5**

**BEGINNING 0-2.5**

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_