

CENTERS FOR ADVANCED STUDY LONG TERM PROJECT GUIDELINES

RATIONALE

One of the most powerful vehicles for the specially designed instruction mandated in the GIEP for each gifted student is the Long Term Project (LTP). The problem-solving skills, school-to-career experiences, long range planning strategies, presentation talents, and experience-based research usually integral to the LTP process directly impact the successful accomplishment of the district and state learning standards, are valued by employers and universities and often influence student career choices. The LTP affords you, the gifted student, a vehicle for showcasing your academic as well as artistic, problem solving, and creative skills. Choose something you are interested in and then choose how you wish to present it.

THE LTP COMPONENTS AND PROCEDURES

- Three Long Term Projects and one Graduation Project are required of all CAS students each year. Students who do not complete 3 LTP's and a Graduation Project along with 8 CAS and/or AP courses are not eligible for a CAS seal on their diploma upon graduation.
- Be certain to arrange your LTP with your CAS Facilitator and/or CAS teacher early in the year. Depending upon the high school, some LTP's are chosen at the GIEP conference.
- All CAS Long Term Projects must reflect a minimum of 30 logged hours of work outside the classroom. Journals and logs are to be provided in this packet.
- LTPs require a specifically defined research component and must extend beyond the written word. The research **must** include **2 or more books; 2 or more magazine, journal and/or newspaper articles**, even though they may be accessed through the internet; **and 2 or more internet sites**. There must be a **Works Cited** page set up in accordance with **MLA guidelines** or, if the LTP is for a science project, according to the science requirements.
- Students and their project mentors (preferably CAS teachers or CAS Facilitators) jointly define the project components and create a timeline for project completion, including several checkpoints to guide progress. **Failure to meet checkpoint dates and final deadlines will result in a poor work notice and/or a lower grade on the project.**
- The project must be presented to a selected audience, which is usually the CAS class of the mentor or in front of the CAS class in which the LTP grade will be incorporated. The time and date will be arranged with the CAS mentor. The oral presentation is to be at least 10 minutes but no longer than 20 minutes in length, including the question/answer session.
- A **1-2 page typed reflection**, following the Reflection Guidelines, **must** be included.
- Evaluation criteria must be specifically established by student and mentor and clearly communicated on the project contract.
- The grade on the LTP is averaged into the appropriate CAS class or independent study. The grade is averaged as 25% of one report period grade which is usually the 2nd or 4th quarter for most high schools. The report period is determined in advance and is included in the project contract.

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Academic-Related or Curriculum-Related Projects

- Novel-Related Project such as writing a novel or reviewing a series of novels.
- Visual interpretation of a major literary work
- Write, perform, and evaluate an original dramatic production
- Demonstrate a relationship between architectural design and geometry.
- Demonstrate how engineering principles are related to math and science
- Write and prepare a “History Day” project.
- Demonstrate home decorating and interior design principles.
- Develop a science fair around a particular theme.
- Develop a project that shows statistical analysis.
- Present a biography of a major author.
- Create a screenplay from a novel studied in class.
- Create and present a fashion show.
- Create and present a fashion show in a world language.
- Create a presentation of original stories or poems in a world language.
- Create a collection of memoirs of local elderly residents.
- Research and critique dietary guidelines of a local health care facility.
- Design a web page to publish original work of students.
- Design costumes for a stage production of a novel or play.
- Design and create an original quilt.
- Design and create a carpentry project.

Your ideas for additional projects:

Entrepreneurial Projects

- Set up a small business and keep all records.
- Design, develop and produce a product.
- Organize and establish a student employment placement service.
- Establish a catering business.
- Create and manage a brokerage service for students’ mock investment portfolios.
- Write, produce and direct a cable access program.
- Develop a unique computer software application.
- Design and manufacture an original computer game.
- Create and publish “insider” tips for various existing computer games.
- Create an original architectural design.

Your ideas for additional projects:

Community Improvement/Involvement Projects

- Coordinate a service for a non-profit project.
- Design a service to prepare income taxes for elderly community members.
- Plan, organize and execute an environmental improvement project.
- Help to build or renovate a house as a service project.
- Design and build a fitness trail.
- Organize a community festival.
- Plan and supervise an elementary school bicycle safety program.
- Plan and supervise a service project for non-English speaking immigrants.
- Coordinate with a local hospital a health screening day in the community.
- Plan and supervise a service project for the homeless in the community.

Your ideas for additional projects:

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STUDENT GUIDELINES
LONG TERM PROJECT**

Written Component:

- Could be an essay, notes or an outline for the presentation
- **Works Cited page** required; must follow **MLA format**
- Research must use a **minimum** of 2 books; 2 magazine/journal/ newspaper articles; **and** 2 internet articles.
- Reflection of 1-2 pages. (See “LTP Reflection Guidelines”)

Oral Presentation:

- At least 10 minutes but no more than 20 minutes, including question and answer session
- Visual component

Visual Component:

- Visual must be large enough for the entire class to see
- If the visual is a Powerpoint presentation, there must be a minimal number of words on each slide. Do **NOT** write your entire presentation on the Powerpoint slides then just read the slides.
- Incorporate the visuals into the presentation.

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LTP REFLECTION GUIDELINES FOR STUDENTS

The LTP is a vehicle for enhancing research and presentation skills so that students may develop as independent learners.

Reflecting on what you learned and how you learned it is an important step in becoming an independent learner

Write a brief reflection of your Long Term Project that explains how your project represents your accomplishments and growth as an independent learner through your research and presentation. The following criteria will be used in scoring your reflective essay, **a requirement of the LTP.**

- Write a reflection that is 1-2 pages in length; typed; 12 point font; double spaced; 1” margins.
- Describe what you did for your project and how your product, system, service, or event turned out.
- Include details of specific research and presentation support materials.
- Explain the connection between the experience and the subject.
- Describe how well you feel you accomplished your goals, met your timeline, and utilized your resources.
- Describe the difficulties you encountered while completing your project and how you worked through these problems.
- Include in your writing what you could have done better to improve your project.
- Be certain that the reflection has an organized structure.
- Use effective writing strategies.
- Use proper writing mechanics such as spelling, punctuation, and sentence structure.

**CENTERS FOR ADVANCED STUDY
TIMELINES AND GRADES**

CHECKPOINT DUE DATES

***ALL LTP Declaration Pages are due to your CAS Facilitator by September 20, 2013**

(Student Name)	(Grade/HR)
Semester I Due Dates	
Project contract is completed and a copy given to the CAS facilitator, Project Mentor and student	<u>September 27, 2013</u>
Checkpoint #1 requirements are due: Parents must be notified for failure to meet contract date.	<u>November 5, 2013</u>
Checkpoint #2 requirements are due Interim report will be sent for failure to meet contract date.	<u>December 13, 2013</u>
Presentation is completed on:	<u>January 13-17, 2014</u>
Final Project is submitted for evaluation on:	<u>January 23, 2014</u>
Report period into which grade will be averaged:	Quarter 2 - Semester I
Semester II Due Dates	
Project contract is completed and a copy given to the CAS facilitator, Project Mentor and student	<u>February 28, 2014</u>
Checkpoint #1 requirements are due: Parents must be notified for failure to meet checkpoint due dates.	<u>April 11, 2014</u>
Checkpoint #2 requirements are due: Interim report will be sent for failure to meet checkpoint due dates.	<u>May 8, 2014</u>
Presentation is completed on:	<u>June 2-6, 2014</u>
Final Project is submitted for evaluation on:	<u>June 9, 2014</u>
Report period into which grade will be averaged:	Quarter 4 - Semester II

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Long Term Project Declaration

Name _____ Grade/HR _____

CAS Class in which Long Term Project will be completed _____

Semester in which Long Term Project will be completed _____

Teacher _____ Teacher's Initials/Date _____

We understand that all Long Term Project deadlines must be met for either semester as outlined in the **Long Term Project guidelines**.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

If any CAS Teacher has indicated that they have filled up all CAS mentor slots for a class, please indicate here. You must exhaust all of your CAS teachers prior to asking a Non-CAS teacher to be your mentor.

CAS Teacher Name	Initial if Full
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Students must complete three Long Term Projects and one Graduation Project in addition to completing 8 CAS and/or AP courses in order to receive a CAS seal on their diploma. The Graduation Project may be completed in either the junior or senior year and is a separate grade from the CAS Long Term Project. It is not averaged into a CAS class.

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CAS LONG TERM PROJECT CONTRACT

Project Final Grade

Student _____ Home Phone _____ Grade/ HR _____ Due Date _____

Mentor _____ Class where LTP will be presented _____

Description of Project:

Standards		Checkpoint Dates	Evaluation Criteria	Done	Not Done
	1. Keep a journal and log of time spent outside of the classroom on the project.		Completed journal and log		
	2. Develop a timeline for completion, including intermediate checkpoint dates and goals to meet all the deadlines.		Requirements completed on time		
	3. Complete appropriate research using a minimum of 2 books; 2 magazines/journals/newspaper articles; and 2 internet sources.		Research completed.		
	4. Develop a formal presentation of 10-20 minutes on the project and share it with a specified audience.		Presentation completed.		
	OBJECTIVES SPECIFIC TO THIS PROJECT:				
	5.				
	6.				

Materials and/or technical support needed to complete this project:

I have read the project description, standards, objectives, and guidelines and agree to:

1. Fulfill the objectives of the project on time.....Student Signature _____
2. Monitor, support and evaluate the student’s progress and report results to the CAS Facilitator...Mentor Signature _____
3. Support and encourage my son/daughter.....Parent Signature _____

Center for Advanced Study
CAS Long Term Project Oral Presentation Rubric

Student: _____ **Total Score:** _____

	Standard Met With Distinction 5	Standard Met 4	Needs Work 3	Inadequate 2	Unacceptable 1
Research and Content	<p>Clear, articulate statement of topic</p> <p>Persuasive argument for importance of topic</p> <p>Knowledge, facts and data well incorporated</p> <p>Research done from books, magazines and internet</p> <p>Works Cited page with MLA format</p> <p>Student communicated awareness of issues</p>	<p>Question under study was clearly stated</p> <p>Importance of topic was adequately stated</p> <p>Knowledge, data, etc. gained during research were incorporated</p> <p>Several reliable sources were evident and credited</p> <p>Student shared conclusions, but they were not completely substantiated</p>	<p>Question under study was adequately stated</p> <p>Importance of topic was adequately stated</p> <p>Knowledge gained was shared but minimal</p> <p>Some sources were evident and credited</p> <p>Student shared conclusions but without substantiation</p>	<p>Question under study was stated</p> <p>Importance of topic was not stated</p> <p>Few facts from research were shared</p> <p>Few resources used</p> <p>No conclusions were stated</p>	<p>No reference to question</p> <p>Presentation lacked basic information</p> <p>No resources evident</p> <p>Presentation lacked focus and direction</p>
Language and Delivery	<p>Clear, smooth, and appropriate volume of speech</p> <p>Correct grammar and sentence structure used</p> <p>Eye contact made and sustained</p> <p>Student referred to notes but did not read</p> <p>Presentation flowed easily</p> <p>Presentation was well organized</p> <p>Questions answered with confidence</p>	<p>Clear, understandable speech</p> <p>Correct grammar was used</p> <p>Eye contact often made</p> <p>Student spoke from notes but did not read</p> <p>Evidence of organization</p> <p>All questions answered</p>	<p>Understandable speech and diction</p> <p>Occasional lapses in grammar</p> <p>Occasional eye contact</p> <p>Student occasionally read parts of presentation</p> <p>Some evidence of organization</p> <p>Questions answered superficially</p>	<p>Speech sometimes difficult to understand</p> <p>Grammar often poor</p> <p>Lack of adequate eye contact</p> <p>Major portions of presentation were read</p> <p>Minimal organization</p> <p>Some questions unanswered</p>	<p>Speech difficult to understand</p> <p>Numerous grammatical errors</p> <p>Little or no eye contact</p> <p>All of presentation read</p> <p>No evident organization</p> <p>No questions answered</p>
Visual Elements	<p>Interesting, easy to see and understand</p> <p>Supported the purpose of presentation</p> <p>Used during presentation to engage audience and reinforce content</p> <p>Exhibited outstanding effort</p>	<p>Easy to see and understand and somewhat interesting</p> <p>Related to the purpose of the presentation</p> <p>Used during presentation to reinforce content</p> <p>Exhibited good effort</p>	<p>Somewhat interesting but difficult to see or understand</p> <p>Related to topic in some way</p> <p>Referred to during presentation</p> <p>Exhibited fair effort</p>	<p>Messy, disorganized, difficult to see or understand</p> <p>Vaguely related to presentation</p> <p>Not referred to during presentation</p> <p>Exhibited minimal effort</p>	<p>No visuals used, or they were unrelated to topic</p> <p>Exhibited no effort</p>

CENTERS FOR ADVANCED STUDY

LONG TERM PROJECT PRESENTATION EVALUATION SHEET FOR TEACHERS

STUDENT _____ Class _____ Period _____
Date _____

Title of Project _____ Teacher Issuing Grade _____

I. Student Reflection (25%) _____

- 1-2 pages in length; typed; 12 point font; double spaced; 1” margins
- Description of project and how it turned out. Explain the connection between the experience and the subject.
- Details of specific research and presentation support materials.
- Description of how goals, timeline, and resources were utilized.
- Evaluation and justification of work as well as an explanation of what worked well and what could have been done better.
- Organized structure, effective writing strategies and proper writing mechanics.

II. Student Contract (25%) _____

- Turned in at time of presentation
- Complete with objectives clearly stated
- Legible
- Journal/Log attached
- Parent Signature included

Teacher Comments:

III. Teacher Evaluation (50%) _____

Research (10%) _____

Content (10%) _____

Language (10%) _____

Delivery Skills (10%) _____

Visual Elements (10%) _____

Total Points

Grade Earned