

Senior Exhibition Handbook

2009-10



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The mission of Charleston Collegiate School is to have a positive impact on our students, so that they may positively impact the world around them. The School prepares students in a progressive learning environment to face life's challenges with confidence, strong problem-solving skills, and a solid ethical foundation. Charleston Collegiate is a community of cultural and economic diversity which fosters compassion, social awareness, and respect for community and environment.

Senior Exhibition Handbook

Table of Contents

<i>Introduction</i>	<i>1</i>
Senior Exhibition Advisor	1
Team Junior	1
Senior Exhibition Supervisor	1
Evaluating Senior	1
Outside Expert	1
<i>Exhibition Components</i>	<i>2</i>
<i>The Topic and Essential Question</i>	<i>2</i>
Examples of Good Essential Questions	2
<i>The Product</i>	<i>3</i>
<i>The Process</i>	<i>3</i>
Proposal	4
The Topic Defense	4
Research	4
Interactive Blog	5
<i>The Paper: The Journey</i>	<i>5</i>
<i>The Presentation</i>	<i>6</i>
Senior Symposium Preparation	6
Senior Symposium	6
<i>Senior Exhibition Timeline</i>	<i>7</i>
<i>Rubrics and Grading Process</i>	<i>8</i>
Senior Exhibition Product Rubric	9
Senior Exhibition Process Rubric	10
Senior Exhibition Paper Rubric	11
Senior Exhibition Presentation Rubric	12
Deadline Checklist	13

Introduction

The Senior Exhibition is a defining experience for Charleston Collegiate School's 12th grade students; it is a personal affirmation and a public celebration of what they have gained from their time at this school. Supported by a team of faculty and students, each senior pursues a seven-month, self-defined discovery project resulting in an original product, an interactive blog, and a paper which meet demanding evaluation criteria. The project reflects the student's passions and talents, and ideally, helps the student to clarify what interests and career they would like to pursue. The Senior Symposium, held in May, gives students an opportunity to present their projects to the Charleston Collegiate community and to exhibit habits of mind and heart characteristic of inquisitive, responsible, and caring young adults ready for the demands of college. Successful completion of the Senior Exhibition is a requirement for graduation.

Throughout the Senior Exhibition process, the senior receives support and feedback from CCS community members, including:

Senior Exhibition Advisor

The Advisor guides the student in all aspects of the Exhibition, including generating ideas, checking progress, providing written and oral feedback, facilitating the final presentation, and helping team members with the assessment process.

Team Junior

A "critical friend" to the student, the Team Junior offers input, advice, and both written and oral feedback. Though the primary role of the Team Junior is to observe the Exhibition process and to learn as much as possible prior to his/her own experience, the junior is an important member of the team, providing valuable feedback throughout.

Senior Exhibition Supervisor

The Supervisor's role is to keep students on track and provide feedback on a daily basis throughout the process; the senior sees this person every day during a class block reserved for Senior Exhibition work. While the Supervisor will be able to provide guidance to the seniors in terms of deadlines and requirements, he/she is not the student's Advisor.

Evaluating Senior

A senior will be chosen to be a peer evaluator throughout the process. This senior comments regularly on the presenting senior's blog and will attend the final presentation. Each senior will present on one day of the Symposium and serve as an evaluator on the other.

Outside Expert

This is a person who has significant expertise in the chosen topic. It may *not*, however, be a family member or faculty member. At a minimum, the senior must interview the Outside Expert to gain further knowledge and insight on the topic. The senior may choose to involve this person more deeply; i.e., he/she may be asked to read the paper or attend the presentation. The senior is encouraged to interview as many people as possible (additional sources may be

Exhibition Components

The overall Exhibition experience (and the grading process) is comprised of four elements:

- The product
- The process
- The paper
- The presentation

Each of these components is graded separately according to the rubrics included at the end of this handbook. The components are weighted as follows (these percentages are reflected in the raw scores of the rubrics):

- The product: 30%
- The process, including a weekly blog: 30%
- The paper: 20%
- The presentation: 20%

The Topic and Essential Question

The first step in the Senior Exhibition process is identifying the topic that the student would like to pursue; the student may choose any topic of personal interest with the approval of his or her Senior Exhibition Advisor and Supervisor.

Once the general topic area is identified, the student begins preliminary exploration and creates an Essential Question which will serve to guide and define the student's subsequent research, paper, and product. Essential Questions are not easily answered and require a combination of research, original thought, synthesis, and critical thinking. Furthermore, Essential Questions:

- have no one obvious right answer
- require the student to make a decision
- commit the student to the process of critical thinking, not just moving information from one place to another
- require knowledge construction
- inspire other questions
- are interdisciplinary in nature
- engage the imagination in significant ways

A good Essential Question is answered differently by anyone who attempts to answer it because the answer is influenced by the person's personal experiences, research, and beliefs. Questions such as "What is leukemia?" or "How and why did Steinbeck use Biblical imagery in *The Grapes of Wrath*?" are not Essential Questions since they simply require students to move information from one place (the source) to another (their paper).

Examples of Good Essential Questions:

- How does a city's architecture influence its culture?
- Is it acceptable to clone human beings?
- Is art necessary?

- What is identity?
- What is the purpose of “fashion”?
- Can computers “think”?
- What is our responsibility to the planet?

The Product

The product is an original creation or body of work that is a direct manifestation of the student’s exploration and represents the student’s attempt to answer the Essential Question. There is great flexibility around what is acceptable as a product (again, it must be approved by the Advisor and Supervisor): examples include original computer software, a collection of art pieces, a play or musical, a video documentary, a lab report based on a lab experiment, a work of historical fiction, an original musical score, original clothing designs, a piece of furniture, a collection of original photographs, a vehicle, an invention, a business plan, etc. The product will be displayed at the Senior Symposium.

Examples of what types of products might be appropriate:

Essential Question	Possible Product
How does a city’s architecture influence its culture?	A scale model of the “ideal” city; a short story which illustrates the student’s thesis
Is it acceptable to clone human beings?	A scripted debate or court trial on the issue
Is art necessary?	A collection of original paintings or photographs which support the student’s thesis
What is identity?	An original film exploring this question; a collection of original masks
What is the purpose of “fashion”?	A collection of original fashion designs; photographs or a film which support the student’s thesis
Can computers think?	An original piece of software which supports the student’s thesis
What is our responsibility to the planet?	An invention or proposed program which supports the student’s thesis

For any of these examples, an original play, musical, or work of fiction which addresses the Essential Question would also be an option.

The Process

Once the student begins work on the Exhibition, he/she should work on it *every week*, making slow and steady progress rather than trying to accomplish a large amount of work in a short time. This is critical; a successful Senior Exhibition requires time for serious contemplation, research, and creation. The student will be assessed on the process, including meeting all deadlines, his/her participation in meetings, and maintaining the interactive blog with the Process rubric included at the end of this handbook.

Proposal

The proposal serves as the foundation for the entire Exhibition; it is critical that serious thought, research, and discussion go into the proposal process, especially the creation of the Essential Question.

Between October 12 and November 20, the Advisor and student meet regularly to discuss ideas for the Exhibition, and the student begins research on the topic. The student defines a research area and creates the Essential Question. No later than November 20, the student submits the Topic Proposal Form as detailed on the Senior Exhibition Timeline.

The Topic Defense

Each student is required to orally explain and defend their topic, Essential Question, and product choices before their Advisor and either Dr. Shirley, Mrs. Boyd, or Ms. Pendleton. Students should be prepared to explain, at a minimum, how they arrived at their topic, Essential Question, and product, why these are meaningful for them, and what they hope to learn.

Research

The research should reflect depth in the chosen field, and the student should be able to explain how that research aided him/her in creating the product. The student should read both primary and secondary sources including: books by experts in the chosen field, specialized reference sources, articles in professional and technical journals, magazines, newspapers, films, and online resources such as virtual libraries, databases, archives, and government, news, institutional, and other appropriate web sites.

The student is required to interview, at a minimum, the Outside Expert as part of the research. The student is also required to make one "site visit": i.e., he/she must go somewhere that is related to the topic. This could be a museum, a manufacturing plant, a concert, a lecture, an architectural firm, etc. Students are encouraged to gain information and insight from as many people as possible about the topic. They are also encouraged to make more than one site visit, if time allows.

The student must have a minimum of ten sources, as follows:

- **The Outside Expert**
- **Site visit (in addition to the Outside Expert)**
- **At least two printed sources** (books, magazines, etc.)
- **At least six other sources** (these may be of any type, including valid online sources)
- ***Wikipedia and other wikis may be consulted if the student chooses, but may not be cited in the paper or Works Cited and are not considered valid sources***

All sources must be cited in correct MLA format throughout the paper and in a Works Cited document.

Interactive Blog

Each student will blog weekly on his/her progress, according to the Senior Exhibition Timeline. During the first weeks of Exhibition planning, students will be introduced to the blogging process. To begin the dialogue, each blog entry must be a minimum of 150 words and include correct grammar, punctuation, spelling, etc. (texting abbreviations and shortcuts are not acceptable).

The student will complete a total of twelve blog entries, as detailed on the timeline. In each weekly entry, the student must respond to these three questions:

1. What progress did I make this week?
2. What decisions did I make this week and why?
3. What sources did I use and what insights did I gain from each source?

A well-written and maintained blog will serve as the basis for the final paper. The Team Junior, Senior Evaluator, Advisor, and Supervisor will check and respond to the blog regularly. For example, responses may include specific questions about research sources and conclusions, recommendations for other avenues of investigation, probing questions about future applications, or critical evaluation of student progress. The senior will regularly check, acknowledge, and respond to these entries. Other members of the CCS community should feel free to leave appropriate comments on each other's blogs.

The Paper: The Journey

Written in first person narrative, the paper explains the student's journey from topic conception to concluding product. The well maintained and detailed blog will prove invaluable. The paper will reflect scholarly research and depth of knowledge, and demonstrate proficiency in writing. The paper must also answer the following:

1. How did I conceive the Essential Question?
2. How did I investigate the Essential Question?
3. What is my answer to the Essential Question?
4. How does my product reflect my journey and discovery?
5. What influences are evident in my final product?
6. What reflections can I share about the process and my progress?

The paper will follow the guidelines outlined in *A Writer's Reference* by Diana Hacker and meet or exceed the minimum length requirement of 10 complete pages (12 point, Times New Roman font, double spaced, all margins one inch). A Works Cited page, with a minimum of ten sources (detailed under "Research"), must accompany all drafts and the final paper. Figures, graphs, illustrations, charts, glossaries, and appendices may be included in the body of the paper as long as their purpose is to further the student's thesis. These items must be cited correctly and cannot be used to fulfill the minimum length requirement for the paper.

The student will first write an outline of the paper, then a rough draft and a final draft (deadlines are on the timeline). The rough draft and a complete final paper must be given to the Advisor and the Team

Junior. Due just after the final paper is a **Program Description** of the oral presentation including title, student's name as it should appear in the program, and a description of the presentation written in the third person.

The Presentation

The Senior Exhibition process culminates in the Senior Symposium, two days in May when each senior is given 45 minutes to share his/her project with the Charleston Collegiate community. It is important that the senior be fully prepared for the Senior Symposium, and thus, plenty of rehearsal and feedback time is built into the process.

Senior Symposium Preparation

From April 16 to May 11, the student will be writing and practicing his/her oral presentation. At a minimum, the student must run through the oral presentation with his/her Advisor and Team Junior, receive feedback, and then consult with the Advisor on the changes made. It is the student's responsibility to schedule this run-through at a time that is convenient for all involved and when the necessary A/V equipment is available.

Senior Symposium

Each student will present his/her product and research during the Senior Symposium on May 18 and 19. The purpose of this presentation is for the student to display the product, share salient aspects of his/her work, and answer questions from the audience. The presentation should summarize the work and its significance. The student must be the primary speaker.

Each student will be given a 45-minute block; the presentation portion may take no longer than 35 minutes, leaving at least 10 minutes for questions. The student should consider what visual aids would enhance the presentation. Visual aids can include (but are not limited to): PowerPoint presentations, photographs, videos, maps, posters, etc.

The Symposium is attended by all Upper School students and family members of seniors are encouraged to attend. The Advisor and Team Junior will evaluate the presentation based on the Presentation rubric included at the end of this handbook. The presenting senior and the Evaluating Senior will also assess the presentation.

Students must be in their presentation rooms 15 minutes before their presentation is scheduled to begin. Men must be in formal business dress: dress pants, dress shirt, tie, and dress shoes. Women must wear a skirt (with appropriate blouse) or dress of appropriate length, dress slacks, or a suit with dress shoes.

Senior Exhibition Timeline

The following steps have been developed to ensure the student receives ample support and feedback throughout the entire process. It is critical that the student adhere to these deadlines in order to help ensure a smooth and successful completion of the Senior Exhibition. Adherence to all deadlines is an important criteria of the “process,” which accounts for 30% of the final grade.

Senior Exhibition Timeline	
Deadline	Due
All deadlines must be met by 3:00 pm on the date listed, unless otherwise noted	
Monday, Oct. 12, 2009	Senior Exhibition process begins
Friday, Oct. 23, 2009	Blog Entry #1
Friday, Oct. 30, 2009	Blog Entry #2
Friday, Nov. 6, 2009	Blog Entry #3
Friday, Nov. 13, 2009	Blog Entry #4
Friday, Nov. 20, 2009	Topic Proposal Form completed and emailed to Advisor, Team Junior, Supervisor, Ms. Boyd, and Ms. Pendleton
Week of Nov. 30-Dec.4	Defense of topic proposal and Essential Question
Friday, Dec. 4, 2009	Blog Entry #5
Friday, Dec. 11, 2009 by NOON	Blog Entry #6 Product progress check-in with Advisor
Friday, Jan. 8, 2010	Research visit completed
Friday, Jan. 8, 2010	Blog Entry #7
Friday, Jan. 15, 2010	Blog Entry #8
Friday, Jan. 22, 2010	Outline of paper and Works Cited w/ min. 5 sources submitted to Advisor, Supervisor
Friday, Jan. 29, 2010	Blog Entry #9
Friday, Feb. 5, 2010	Blog Entry #10
Friday, Feb. 12, 2010	Blog Entry #11 Product progress check-in with Advisor
Friday, Feb. 19, 2010	Blog Entry #12
Friday, Mar. 5, 2010	First draft of paper , Works Cited w/ min. 10 sources submitted to Advisor, Team Junior
By Friday, Mar. 19, 2010	Feedback on paper from Advisor, Team Junior
Friday, Apr. 9, 2010	Product completed: check-in with Advisor
Friday, Apr. 16, 2010	Final paper submitted to Advisor, Team Junior
Wednesday, Apr. 21, 2010	Program description emailed to Advisor and Ms. Pendleton
April 19-May 11, 2010	Student runs through presentation with Advisor, incorporates feedback, and meets again with Advisor
Tue-Wed, May 18-19, 2010	Senior presents at Senior Symposium . Product is displayed.

Rubrics and Grading Process

The rubrics used to assess each of the Exhibition components are included on the following pages. The student should reference these frequently to ensure that his/her Exhibition is meeting all requirements. Below is a chart of who completes each rubric. Each person's assessment will be counted equally unless the Advisor believes that the assessment has not been completed objectively or fairly; the rubrics will be averaged to determine the student's final grade. The components are weighted as follows (these percentages are reflected in the raw scores of the rubrics):

- The product: 30%
- The process, including a weekly blog: 30%
- The paper: 20%
- The presentation: 20%

Component/Rubric	Assessors
Product	<ol style="list-style-type: none"> 1. Advisor 2. Presenting senior 3. Team Junior
Process	<ol style="list-style-type: none"> 1. Advisor 2. Supervisor
Paper	<ol style="list-style-type: none"> 1. Advisor 2. Presenting senior 3. Team Junior
Presentation	<ol style="list-style-type: none"> 1. Advisor 2. Presenting senior 3. Team Junior 4. Evaluating senior

Product

Senior Exhibition Product Rubric

Student _____ Evaluator _____

Points	Product
30	MEETS ALL CRITERIA BELOW AND: <input type="checkbox"/> Product exhibits expert workmanship and is a model for future products <input type="checkbox"/> Product shows significant originality, inventiveness, or demonstrates a new perspective on the topic <input type="checkbox"/> Product presents an exemplary blending of originality and research
24	MEETS ALL CRITERIA BELOW AND: <input type="checkbox"/> Product is well constructed <input type="checkbox"/> Product shows evidence of originality and/or inventiveness <input type="checkbox"/> Product addresses the Essential Question
18	<input type="checkbox"/> Product is complete and adequately constructed <input type="checkbox"/> Product design reflects research and follows proposal
12	The product is complete, but the minimum criteria of 18 (above) are not met
Score	

Senior Exhibition Process Rubric

Student _____ Evaluator _____

A total of 10 points may be awarded for each column.

Points	Deadlines	Meetings and Feedback	Blog
10	All deadlines were met	<ul style="list-style-type: none"> <input type="checkbox"/> Met frequently with Supervisor in order to get feedback. <input type="checkbox"/> Sought out Advisor in order to have regular meetings and get feedback. <input type="checkbox"/> Met more than once with Outside Expert and/or consulted more than one person. <input type="checkbox"/> Actively contributed to all meetings <input type="checkbox"/> Incorporated feedback from all meetings into product and subsequent drafts of paper <input type="checkbox"/> Followed up as necessary on action items identified in meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Addressed the three questions in every entry <input type="checkbox"/> Responded promptly to posted comments <input type="checkbox"/> Entries consistently reflected progress, problem-solving, and critical thinking <input type="checkbox"/> Entries were virtually free of mechanical, grammatical, spelling, and usage errors and IM abbreviations
8	No more than three deadlines were missed	<ul style="list-style-type: none"> <input type="checkbox"/> Met infrequently with Supervisor and Advisor in order to get feedback <input type="checkbox"/> Met once with Outside Expert <input type="checkbox"/> Did not actively participate in meetings <i>or</i> did not follow up on feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Addressed the three questions in some entries <input type="checkbox"/> Responded to posted comments, but not in a timely manner <input type="checkbox"/> Entries inconsistently reflected progress, problem-solving, and critical thinking <input type="checkbox"/> Many entries contained mechanical, grammatical, spelling, and usage errors and/or IM abbreviations
6	More than three deadlines were missed	<ul style="list-style-type: none"> <input type="checkbox"/> Did not actively participate in meetings <i>and</i> did not follow up on feedback <input type="checkbox"/> Rarely met with Supervisor and Advisor in order to get feedback <i>and/or</i> <input type="checkbox"/> Did not meet with Outside Expert 	<ul style="list-style-type: none"> <input type="checkbox"/> Addressed the three questions in few entries <input type="checkbox"/> Did not respond to posted comments <input type="checkbox"/> Entries were hastily composed and did not reflect progress, problem-solving, and critical thinking <input type="checkbox"/> Most entries contained mechanical, grammatical, spelling, and usage errors and/or IM abbreviations
Score			
Total			

Senior Exhibition Paper Rubric

Paper

Student _____ Evaluator _____

A total of 5 points may be awarded for *each* column.

	Essential Question	Content	Style/Organization	Sources
5	Essential Question serves as a unifying theme throughout the paper and is ultimately answered	MEETS THE CRITERIA BELOW AND: <input type="checkbox"/> Blending of ideas reflects extensive exploration of topic <input type="checkbox"/> Expression of ideas encourages new perspectives on Essential Question or topic	MEETS THE CRITERIA BELOW AND: <input type="checkbox"/> Style of writing is exemplary <input type="checkbox"/> Paper is virtually free of mechanical, grammatical, spelling, and usage errors <input type="checkbox"/> Virtually no documentation errors in the text	MEETS THE CRITERIA BELOW AND: <input type="checkbox"/> Virtually no documentation errors in the citations or Works Cited
4	Essential Question is referenced in the paper, but does not unify the paper <i>or</i> is not ultimately answered	MEETS THE CRITERIA BELOW AND: <input type="checkbox"/> Paper is a direct manifestation of student’s discovery process <input type="checkbox"/> Presentation of information goes beyond mere reporting <input type="checkbox"/> Subject knowledge is evident throughout <input type="checkbox"/> Conclusions show evidence of personal analysis, reflection, and insight	MEETS THE CRITERIA BELOW AND: <input type="checkbox"/> Paper exhibits appropriate research paper structure <input type="checkbox"/> Clear focus is maintained throughout <input type="checkbox"/> Only minor errors in spelling, grammar, punctuation, etc., <input type="checkbox"/> Writing is expressive and communicates ideas clearly	MEETS THE CRITERIA BELOW AND: <input type="checkbox"/> All citations are made and correctly formatted <input type="checkbox"/> Works Cited is complete and follows MLA format
3	Essential Question is referenced in the paper, but does not unify the paper <i>and</i> is not ultimately answered	<input type="checkbox"/> Required questions are addressed <input type="checkbox"/> Discovery process is evident in much of the work <input type="checkbox"/> Subject knowledge is evident in much of the work <input type="checkbox"/> Conclusions are logical and supported by evidence	<input type="checkbox"/> Information is appropriate and coherent <input type="checkbox"/> Few errors in spelling, grammar, punctuation, etc.	<input type="checkbox"/> Sources are cited <input type="checkbox"/> Sources selected are appropriate and meet the minimum requirements (at least 10 sources of varying types)
2	Essential Question is not evident in the paper	The paper is complete but the minimum criteria of 3 above are not met	The paper is complete but the minimum criteria of 3 above are not met	The paper is complete but the minimum criteria of 3 above are not met
Score				
Total				

Presentation

Senior Exhibition Presentation Rubric

Presenter _____ Evaluator _____

Points	Content	Delivery	Questions from Audience	Punctuality/Dress
5	<p>MEETS ALL CRITERIA BELOW AND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In-depth analysis of the process of design and creation of product is given <input type="checkbox"/> In-depth historical context of product is given <input type="checkbox"/> Demonstrates in-depth understanding of relevant and important details <input type="checkbox"/> Information presented is intellectually stimulating for the audience 	<p>MEETS ALL CRITERIA BELOW AND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparation and organization are clearly exemplary <input type="checkbox"/> Delivery is persuasive and enthusiastic <input type="checkbox"/> Depends on few, if any, notes <input type="checkbox"/> Cohesion and synthesis are evident in the presentation <input type="checkbox"/> Stance and gestures reinforce the presentation 	<p>MEETS ALL CRITERIA BELOW AND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responses to questions demonstrate a convincing mastery of the topic <input type="checkbox"/> Student leads Q & A portion in a professional manner 	<p>Student is ready to start on time and is dressed according to Senior Symposium dress guidelines.</p>
4	<p>MEETS ALL CRITERIA BELOW AND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of the process of creating product is included <input type="checkbox"/> Historical context of product is included <input type="checkbox"/> Specific evidence grounded in the student’s research is given to support conclusions <input type="checkbox"/> Sources are properly cited, including quotations, photos, graphics, video/audio clips 	<p>MEETS ALL CRITERIA BELOW AND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Well-prepared and organized <input type="checkbox"/> Composed and easy to follow <input type="checkbox"/> Grammar and usage both in speech and on visual aids are correct with only very minor errors <input type="checkbox"/> Verbal fillers (“um,” “like,” “you know”) are kept to a minimum <input type="checkbox"/> Maintains good eye contact w/ audience <input type="checkbox"/> Presentation phase lasts <i>at least</i> 30 mins. before questions are taken 	<p>MEETS ALL CRITERIA BELOW AND:</p> <p>Questions are answered clearly and directly with specific, accurate, and appropriate information stemming from the student’s experience and research</p>	
3	<ul style="list-style-type: none"> <input type="checkbox"/> Essential Question is clearly stated <input type="checkbox"/> Salient points of student’s work and its significance are summarized and shared <input type="checkbox"/> Information is accurate 	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate preparation and organization are evident <input type="checkbox"/> Student is primary speaker <input type="checkbox"/> Delivery is understandable <input type="checkbox"/> Voice and gestures do not distract from presentation <input type="checkbox"/> Presentation phase lasts <i>at least</i> 20 mins. before questions are taken 	<p>Questions are answered with at least basic responses</p>	<p>Student is not ready to start on time and/or is not dressed according to Senior Symposium dress guidelines</p>
2	<p>The presentation is given but the minimum criteria of 3 above are not met</p>	<p>The presentation is given but the minimum criteria of 3 above are not met</p>	<p>The presentation is given but the minimum criteria of 3 above are not met</p>	<p>Student is not ready to start on time and is not dressed according to Senior Symposium dress guidelines</p>
Score				
Total				

**Charleston Collegiate School
Senior Exhibition
Deadline Checklist**

Student _____

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Friday, Jan. 29, 2010	Blog Entry #9	
Friday, Feb. 5, 2010	Blog Entry #10	
Friday, Feb. 12, 2010	Blog Entry #11 Product progress check-in with Advisor	
Friday, Feb. 19, 2010	Blog Entry #12	
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