



RAP: Required Application Project

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TEACHERS PLEASE NOTE:

First quarter dates are firm and should remain consistent among all programs. Teachers are to assign the due dates (those highlighted in yellow) to reflect the timeline that works best in the program area. Teachers will establish due dates for the Final Researched Paper, Evidence, and Presentations and must be due on or **earlier** than the dates listed. In doing so, you will need to adjust the remainder of the packet accordingly and distribute to students or post on Blackboard for student access.

Description

Introduction to Required Application Projects

As high school seniors, you are nearing the completion of 12 years of education. You have taken a variety of courses and developed an assortment of skills during these 12 years. Now is the time to combine your knowledge and skills in a RAP to show what you have learned. The RAP provides an opportunity for you to choose an area of interest, conduct in-depth research, and demonstrate problem-solving, decision-making, and independent learning skills. It contributes to a strong senior year of challenging courses and practical experiences that prepare you for the next step in the workplace and lifelong education.

A RAP involves several components:

- **Research**– You will select a topic, gather information, write a researched paper, and keep evidence of project activities. If plagiarism is detected, the student will receive a zero on the researched paper and disciplinary action as stated in the student handbook will be taken.
- **Evidence**– You will create an organized collection of your work. See Rubric for required material.
- **Exhibit**– You will produce a visual or tangible item that applies or explains some aspect of the research.
- **Presentation**– You will make a formal oral presentation to a panel. After the presentation, panel members will ask questions about the research and process and find out what you have learned during the RAP.

The RAP will be challenging and will require considerable effort on your part to show what you have learned. You will meet individually with your career tech teacher. If you approach the RAP step by step and meet your deadlines, you will be able to manage the RAP successfully!

The RAP assignment / writing center will be available during sophomore career days. Students can sign up for this “extra help” opportunity during the month of November.

Required Application Project Guidelines

Required Application Project Components:

1. **Evidence** – a collection of all of your work organized according to your instructor's guidelines.
 1. Student/Parent commitment form
 2. Topic Selection
 3. List of Sources
 4. Outline of Researched Paper
 5. Rough Draft of Researched Paper
 6. Final Draft of Researched Paper
 7. Presentation Outline
 8. Completed Self Evaluation Form

2. **Researched Paper** – a formal paper that encourages students to develop and demonstrate proficiency in conducting research and writing about a chosen topic.
 1. Must be research-based utilizing at least **3 types of sources** of information and a total minimum of **5 individual sources**. Types of sources would be periodicals, library references, Internet, personal interviews, etc. Wikipedias are not considered reliable sources for a research paper.
 2. Documentation of related research information through a means of note organization that develop the initial outline of the paper.
 3. Paper must be typed in Word and conform to MLA standards.
 4. All researched papers should be 3 – 5 pages in length. In addition to the content papers, there should be a title page and a bibliography. An Appendix support is optional based on topic.
 5. If plagiarism is detected, the student will receive a zero on the research paper and appropriate disciplinary action as stated in the student handbook will be taken.

3. **Exhibit** – a visual and/or tangible creation based on choosing, designing, and developing an item related to the student's research topic.
 1. The Career Tech instructor will approve the Exhibit. Examples of Exhibit could be something constructed, models, experiments, publications, flow charts, demonstrations, video and/or land/lab experience. (These are tangible items that can be seen and touched.)
 2. The student will work outside of class working on a RAP related to the research topic. This may include contact with a business/industry person and/or their lab instructor.
 3. All documentation of the Exhibit will be included in an organized collection.

According to the RAP Evidence Folder Grade Sheet.

4. **Oral Presentation** – presentation of the RAP. The presentation consists of an explanation of how learning was applied in developing the RAP.
 1. A 6-10 minute oral speech. Students may refer to note cards, outlines, or speaking notes.
 2. Your presentation should include information about this entire RAP. You must include a visual portion. Examples include but not limited to transparencies, computer generated graphics, Power Point, and/or posters. Consider incorporating your Exhibit into this presentation. Discuss your visual ideas with your instructor.
 3. Student's evidence of information should be brought to the oral presentation for review by the audience or review panel.



August, 2008

Dear Parent/Guardian,

One of the requirements of all senior students at Miami Valley Career Technology Center this year is that each student completes a RAP. The purpose of this RAP is to challenge all students and raise expectations to improve our students' achievement, and provide a culminating activity for seniors to demonstrate the essential skills they should have before leaving Miami Valley CTC.

The RAP will consist of four components completed throughout the year. The RAP will include four components: research, evidence, exhibit, and a presentation. With respect to the RAP topic, each student may be assigned a topic or be asked to determine the topic of his or her RAP that related to his/her program and approved by the instructor. Moreover, the topic must reflect a true learning experience in relation to his or her career technical program. Some work will be completed outside of class.

It is expected that each student take responsibility for completing a RAP. The career technical teacher will serve as a consultant during the RAP. The student may go to the career technical teacher for help, assistance, and guidance. The student is ultimately responsible for meeting deadlines and completing assignments. If plagiarism is detected on any part of the RAP, the student will receive a zero on that component and appropriate disciplinary action as stated in the student handbook will be taken.

The RAP is meant to be challenging but also rewarding and fun. In the end, it is my desire that the student feels a sense of pride, accomplishment, and achievement in completing the RAP. I also hope that you as parents and guardians will take an active role in helping your child succeed with the RAP. Please be aware that students who do not achieve a 65% or better on the entire RAP will not be invited to participate in Senior Recognition. If you have questions, please contact me. I can be reached via phone at (937) or via e-mail at (_____@mvctc.com). Congratulations on your child's accomplishments thus far. The RAP will be a very memorable one to add to the list. Thank you for your time.

Sincerely,

Teacher Name

Required Application Project Commitment Form and Due Dates

Due Date: _____

My senior student and I have read through the RAP Material. We understand that there are four components of the RAP, which include:

- Research: A 3–5 page researched paper
- Evidence: An organized collection of the work
- Exhibit: A visual and/or tangible item
- Presentation: 6-10 minute oral presentation

Please see the earlier descriptions for a more definitive explanation.

We understand that **teacher assigned due dates (see teacher for specific dates)** and guidelines will be distributed throughout the course of the senior year and it is the student's responsibility to meet deadlines. We understand program instructors will determine final due dates that align best with the curriculum delivery of the program and will not necessarily be the same as other MVCTC programs. We also realize this RAP must be completed as part of the grading system for the Career Tech Program.

If we have any questions throughout the year about the RAP, we understand that we may contact (teacher name and phone number).

Parent Signature _____ **Date:** _____

Student Signature _____ **Date:** _____

Parent E-mail Address _____

PROGRAM AREA NAME HERE

Required Application Project Grading Overview – Student Copy

Quarter	Teacher Grades	Evaluation Tool	Total Points	% of Grade *	Due no later than
Qt. 1	RAP Selection	X	25		3 rd Friday of Sept.
	List of 5 Sources, 3 types	X	30		1 st Friday of Oct.
	Research Notes	X	35		3 rd Thursday of Oct.
			90 points	10%	
Qt. 2	Outline for Researched Paper	X	10		**
	Rough Draft	X	50		**
	Final Researched Paper	X	140		**
			200 points	20%	
Qt. 3	Exhibit	X	60		**
	Presentation	X	90		**
	Evidence	X	50		**
			200 points	20%	

* The RAP grade is recorded as a percentage of the career-technical program LAB grade for three quarters.

Note: 1st quarter – 10% of total lab grade
 2nd quarter – 20% of total lab grade
 3rd quarter – 20% of total lab grade

In the electronic gradebook the instructor will need to identify a RAP category and assign it the appropriate percentage by quarter as listed above.

** Teacher will assign actual due dates within in the respective quarter

Choosing a Required Application Project

A RAP is about doing and learning something that you want to do and learn about! This is your chance to choose a topic that will be interesting, exciting, and worthwhile and will extend your knowledge of your program area. Do not get overwhelmed. Remember that doing this will make you more successful in your future of lifelong learning including your career or post-secondary education. However, making the decision of a topic may not be easy. Choose carefully, consult and obtain approval from your Career Tech instructor, and remember to keep your RAP manageable. Here are some guidelines that might help you.

- Topics must be related to your career and technical area of interest.
- The topic must be broad enough to provide adequate resources and to yield a written report of the desired length and depth of study.
- Topics must be narrow enough to be covered within the time frame of the RAP.
- Topics must lend themselves to a manageable and affordable exhibit.

You can narrow your subject by considering a particular approach to the subject, or a sub-topic within it. You might ask yourself key questions, such as the following:

Cars

- Am I writing about one specific model of car or of cars in general?
- What kind of car do I want to write about? Fords? Electric? Foreign model?
- Different fuels?

Diagnostic Testing

- Am I writing about the patient's blood tests? patient's urine tests? patient's air volume tests?
- What do I want to know about the patient's blood test?
- What is the process of the blood sample from the patient to the results?

General subject: Media

Narrowed topic: Commercials

Specific topic: How commercials manipulate their audience?

General subject: Law

Narrowed topic: Megan's Law

Specific topic: What are the consequences of Megan's Law within a community?

General subject: Auto Technology

Narrowed topic: Auto safety

Specific topic: Is the air bag an effective safety device? Why? Why not?

General subject: Culinary Arts

Narrowed topic: Nutrition and the Vegetarian

Specific topic: How can a vegetarian diet satisfy established nutritional requirements?

Where can you get ideas?

Your interests, the things you have been reading and conversations you have had in class or with others are often good sources of ideas. Textbooks and magazines may give you an idea of hot research topics.

Once you have identified your subject, think about questions your RAP might answer. You should state your topic as a question. Examples: How did New Deal programs influence the arts in America? Is one fuel better than another? What are some effective management styles?

Assembling Research Information

Checklist for a Research Paper

- Select a topic
- Generate research question
- Locate reliable sources
- Create working work cited page
- Compile notes
- Write Thesis statement
- Plan or outline paper
- Write rough draft (Proofread for grammar and surface structure errors)
- Proofread paper carefully
- Revise to a final draft
- Complete final paper with appropriate parenthetical references and a final work cited page according to MLA standards

Writing a Rough Draft

An introductory paragraph is:

- Grabs and keeps the reader's interest
- Presents a bit of enticing background information
- Identifies author's approach to the topic
- Contains a clear, concise thesis statement
 1. Thesis statements are informed conclusions
 2. Thesis statements defend a position or support a claim made by the author

The body of the paper contains:

- The weakest or least important reason/example in support of the thesis
- Secondary reasons/examples
- The strongest or most important reason/example in the support of the thesis
- Proper documentation of the sources/parenthetical references within the text/work cited page

The conclusion will:

- Restate the thesis
- Paraphrase or summarize ideas supporting the thesis
- Finish the paper with a strong ending statement

Works cited page:

- Is an alphabetical list
- Contains all and only sources cited in the paper

Miscellaneous:

- Follow MLA style for citing sources
- Avoid plagiarism – presenting someone else's words or **ideas** as your own
 1. Borrowing someone else's words or ideas is acceptable as long as you give appropriate credit
 2. Common knowledge does not require documentation

Writing the Final Paper

- Revise and edit the evaluated rough draft

Tips for Successful Presentations

Preparation

- Practice your presentation and know your subject well
- Prepare handouts for your audience that highlights the main points of your presentation.

Format

- Think “multimedia!”
- Use a variety of formats, including video images, slides, overhead transparencies, and presentation boards. Plan carefully to make sure you have all of the equipment you need.
- Use materials such as poster boards, markers, colored paper, and cardboard to prepare “professional style” presentation boards.

Standards

- Set high standards for your presentation. Check all written work for grammar and spelling, create a clear graphic layout, and thoroughly label all products.
- Ask your mentor to review the materials before your presentation.

The following will help you organize your presentation. Prepare your speech and practice it many times to build comfort and confidence. Dress professionally, check your schedule for your presentation, and make notes so that you will feel more at ease in making the presentation.

Speech Organization

- Introduction: Introduce your topic and capture the audience’s attention. You may use quotes, interesting facts, fun facts, etc. to capture the attention of your audience.
- Body: List and explain four key points that you want to make:
 - Point 1: How did you become interested in the topic?
 - Point 2: What did you learn from the research?
 - Point 3: What did you learn from the RAP?
 - Point 4: What did you learn about yourself and how has this information affected your plans for the future?
- Conclusion: Connect the introduction, implications for learning, and possible plans for the future.

Speech Preparation

Step 1: What are you going to talk about?

- How do your paper and exhibit connect?
- What emotions did you experience as you worked through the paper and RAP? (anger, excitement, pride, frustration)
- What problems did you encounter? (time management, skill) Explain.
- What personal growth did you gain from the paper and RAP? What self-knowledge did you gain? What knowledge of your topic did you gain?
- How did the RAP affect your plans for the future? Explain.
- What RAP advice would you pass on to next year's seniors?

Step 2: How am I going to say this?

- Organization – jot down your ideas on separate index cards and arrange them into order that is logical and pleasing.
- Slip blank cards into spaces where a visual aid is needed or would be helpful.
- Add blank cards into spaces for the introduction and conclusion.
- If you have a RAP that can be displayed, jot down your ideas for that display on a separate card.
- Plan your introduction. The introduction should:
 - Grab the audience's attention.
 - Make the topic thesis clear (be sure to mention both paper and exhibit).
 - Take no more than 1 minute.
- Plan your conclusion. A good conclusion should:
 - Restate topic/thesis.
 - Leave the audience thinking.
 - Take no more than 30 seconds.
- Plan the display of your RAP. Will it be an on-going, integral part of your speech, such as a slide show? Part of your introduction? Happen after your conclusion? (Avoid passing out items during your speech – this causes too much distraction.)
- Plan your visual aids.
- Make sure your teacher knows what equipment you will need.
- Look at each idea card and fill in details, interesting stories, and factual information.
- Place all cards back in order and begin practicing your speech.

Step 3: Speech Techniques to Remember

- Eye contact – This is extremely important. Practice often enough so that you rarely need to look at your cards. Remember this is a friendly audience. Look at them. True communications happens with the eyes. A speech without eye contact is only half a speech.
- Posture – Stand proud. You have a right to be! You have accomplished a great deal!
Avoid:
 - Gripping the podium if you are standing behind one.
 - Locking your knees.

- Twitching, wiggling, shaking, etc.
- Voice – Your voice needs to:
 - Be loud enough to be heard.
 - Vary appropriately in pitch and tone.
- Gesture – Use your hands to help make your point. Gestures should be natural and spontaneous.
- Props (Audio-Visuals) – Plan and practice using any prop or audio-visual you will need during the presentation.

Step 4: Prepare for Questions

There is no way to know for sure what members of the audience may ask you, but you can make some educated guesses. Answer the following brainstorm questions to help you:

- If you were a member of the audience listening to your speech, what would you want to know?
- What would you like people to ask?
- What unusual qualities does your RAP have that might spark interest?
- What part of your paper might make people curious?
- What controversial topics, if any, do you touch on?
- What possessed you to choose this topic?
- Who helped you?
- How much time did you spend on it?

Your RAP Presentation should be the peak of your high school career. Your audience will be supportive of you. You will be well prepared. This is your chance to show off, to shine!
ENJOY!

Presentation Visual Aid Ideas

- PowerPoint Presentations
- Posters
- Photographs
- Displays
- Video Tapes
- Demonstration
- Role Playing

Evaluation Tools

Required Application Project Topic Selection Sheet

Due Date: 3rd Friday of September

Student Name: _____

Topic : _____

Ideas for Sources:

Type of Source

1.

2.

3.

4.

5.

Instructor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

All/Any changes must be approved by instructor

Scoring:

- | | |
|---|-------|
| <input type="checkbox"/> On time | 25/25 |
| <input type="checkbox"/> 1 school day late | 20/25 |
| <input type="checkbox"/> 2 school days late | 15/25 |
| <input type="checkbox"/> 3 school days late | 10/25 |
| <input type="checkbox"/> 4 school days late | 5/25 |
| <input type="checkbox"/> 5 or more school days late | 0/25 |

LIST OF 5 SOURCES, 3 TYPES

Name _____

Criteria	Exemplary 5 Points	Good 4 Points	Acceptable 3 Points	Unacceptable 2 Point	Missing or Not Submitted 0 Points	Weight	Poss- ible Points	Score	
List of 5 sources, 3 types	List of at least 5 sources, representing 3 different types	List of at least 3 sources, representing 2 types	List of at least 2 sources, representing 2 types	List of at least 2 sources, representing only 1 type	Little to no attempt was made to submit resources and types	X 5	25		
Formatted as teacher requests and submitted on time	Formatted as teacher requested with no observable variations and submitted on time	Formatted as teacher requested with few variations and/or only 1 school day late.	Somewhat formatted as teacher requested. Many observable variations made and/or two school days late.	Teacher formatting was not followed. An attempt to submit sources and types was made and/or three school days late.	Little to no attempt was made to submit formatting as requested by the teacher and/or more than three school days late	X 1	5		
TOTAL LIST OF SOURCES								30	

RESEARCH NOTES RUBRIC

Name _____

Criteria	Exemplary 5 Points	Good 4 Points	Acceptable 3 Points	Unacceptable 2 Points	Missing or Not Submitted 0 Points	Weight	Score
Student research is complete with no compelling gaps. Research information is organized neatly, logically, and in a format easy to follow.	Student research is complete with no compelling gaps. Research information is organized and displayed neatly, logically, and in a format easy to follow.	Student research is complete with few gaps. Research information is organized and displayed logically, in a format easy to follow.	Student research is complete with no compelling gaps. Research information formatting is difficult to follow.	Student research shows compelling gaps. Research information formatting is difficult to follow.	No research information is documented.	X6	
Meet the due date.	Submitted on time.	1 school day late	2 school days late	3 school days late	More than 3 school days late	X1	
/35							

ROUGH DRAFT RESEARCHED PAPER RUBRIC

Name _____

Criteria	Exemplary 5 Points	Good 4 Points	Acceptable 3 Points	Unacceptable 2 Points	Missing or Not Submitted 0 Points	Weight	Poss- ible Points	Score
Thesis Statement	Clearly and concisely states the paper's purpose in the introduction as a single sentence is engaging and thought provoking.	Clearly states the paper's purpose in the introduction as a single sentence.	States the paper's purpose in the introduction as a single sentence.	Incomplete and/or unfocused.	Thesis statement is missing.	X 1	5	
Introduction	There is an engaging introductory sentence and thoughtful transition to the thesis statement.	There is an introductory sentence and adequate transition to the thesis statement.	There is an introductory sentence but weak transition to the thesis statement.	The introduction is missing an introductory sentence and/or transition and/or thesis statement.	Introduction is completely missing.	X 1	5	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Some paragraphs lack supporting detail sentences.	The paragraphs fail to develop the main idea.	Body is not easily identified or missing.	X 2	10	
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.	Content not meet any of the criteria listed or is missing.	X 1	5	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	Conclusion is missing	X 1	5	

Internal Citation	All cited works, both text and visual, are done in the correct format with no recognizable errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies are evident.	Few cited works, both text and visual, are not done in the correct format.	Only one source work is cited and not using the correct format	Internal citation is missing.	X 1	5		
Use of Sources	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.	References are missing.	X 1	5		
Quality of Sources	References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals, ...). The reader is confident that the information and ideas can be trusted.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, ...). The reader is uncertain of the reliability of some of the sources.	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material.	There are no sources.	X 1	5		
Works Cited	Formatted with no recognizable errors. Includes at least five (5) references from at least three (3) different types of sources and submitted on time.	Formatted with few recognizable errors. Includes five (5) references from at least three (3) different types of sources and/or only 1 school day late.	Formatted with some recognizable errors. Includes four (4) references from at least two (2) types of sources and/or two school days late.	Formatted with many recognizable errors. Includes three (3) references and/or three school days late.	Works cited is missing	X 1	5		
TOTAL ROUGH DRAFT RESEARCHED PAPER								50	

FINAL RESEARCHED PAPER RUBRIC

Name _____

Criteria	Exemplary 5 Points	Good 4 Points	Acceptable 3 Points	Unacceptable 2 Points	Missing or Not Submitted 0 Points	Weight	Poss- ible Points	Score
Meet the due date	Submitted on time.	1 school day late	2 school days late	3 school days late	More than 3 school days late	X 2	10	
Title Page	Title, Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	Title page is missing.	X 1	5	
Thesis Statement	Clearly and concisely states the paper's purpose in the introduction as a single sentence, which is engaging and thought provoking.	Clearly states the paper's purpose in the introduction as a single sentence.	States the paper's purpose in the introduction as a single sentence.	Incomplete and/or unfocused.	Thesis statement is missing.	X 2	10	
Introduction	There is an engaging introductory sentence and thoughtful transition to the thesis statement.	There is an introductory sentence and adequate transition to the thesis statement.	There is an introductory sentence but weak transition to the thesis statement.	The introduction is missing an introductory sentence and/or transition and/or thesis statement.	The introduction is missing	X 2	10	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Some paragraphs lack supporting detail sentences.	The paragraphs fail to develop the main idea.	The body is missing.	X 3	15	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	The conclusion is missing	X 2	10	

Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.	The content is missing.	X 4	20	
Sentence Structure	There are a variety of sentence structures and lengths.	Sentence structure is controlled and varied.	Sentence structure is simplistic and/or awkward.	Sentences are ineffectively worded and/or lack topic and/or are poorly structured.	Sentences are incomplete or are only phrases and therefore are missing.	X 2	10	
Language	Language is precise and/or rich and professional.	Language is acceptable and/or effective.	Language is simplistic and/or imprecise.	Wording is incorrect and/or ineffective.	No appropriate use of the language.	X 1	5	
Mechanics	Punctuation, capitalization and spelling appear to have no recognizable errors.	Punctuation, capitalization and spelling have few recognizable errors.	Numerous recognizable errors in punctuation, capitalization and spelling.	Glaring and distracting recognizable errors in punctuation, capitalization and spelling.	Punctuation is missing.	X 2	10	
Internal Citation	All cited works, both text and visual, are done in the correct format with no recognizable errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies are evident.	Few cited works, both text and visual, are done in the correct format.	Only one source work cited.	Internal citation is missing	X 2	10	

Use of Sources	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.	No sources are cited.	X 1	5		
Quality of Sources	References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals, ...). The reader is confident that the information and ideas can be trusted.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, ...). The reader is uncertain of the reliability of some of the sources.	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material.	No sources are cited.	X 2	10		
Works Cited	Formatted with no recognizable errors. Includes at least five (5) references from at least three (3) different types of sources.	Formatted with few recognizable errors. Includes five (5) references from at least three (3) different types of sources.	Formatted with some recognizable errors. Includes four (4) references from at least two (2) types of sources.	Formatted with many recognizable errors. Includes three (3) references.	No works are cited.	X 2	10		
TOTAL FINAL RESEARCHED PAPER								140	

EXHIBIT RUBRIC

Name _____

Criteria	Exemplary 5 Points	Good 4 Points	Acceptable 3 Points	Unacceptable 2 Points	Missing or Not Submitted 0 Points	Weight	Points Possible	Score
Exhibit turned in on time	Submitted on time.	1 school day late	2 school days late	3 school days late	More than 3 school days late	X 3	15	
The exhibit clearly applies concepts covered in research content and the choices to construct the exhibit	Professionally and creatively establishes a means of demonstrating information by using a variety of materials which may include technology, industry standards and/or creative means	Uses an appropriate mix of materials which may include technology, industry standards and/or creative means	Uses minimal mix of materials which may include technology, industry standards and/or creative means	Little attempt to use materials appropriately	Materials or content is missing.	X 3	15	
The student showed evidence of problem-solving ability, creativity, and originality	Exhibit identifies the problems and goes through steps to develop a solution	Exhibit shows some effort to identify the problem and develop the solution	Exhibit needs extensive work to identify the problem and develop the solution	Exhibit does not identify the problem and develop the solution	Exhibit does not have content supporting this criteria.	X 3	15	
Exhibit was neatly and professionally displayed	Very neat and professional	Neat and professional	Needs improvement	Lacking effort	Exhibit has no relevant content.	X 3	15	
TOTAL EXHIBIT							60	

(Points Earned) _____/60

PRESENTATION RUBRIC

Name _____

Criteria	Exemplary 5 Points	Good 4 Points	Acceptable 3 Points	Unacceptable 2 Points	Missing or Not Submitted 0 Points	Points Poss - ible	Score
Introduction	Student engages 100% of the group from the very beginning	Student obtains the attention of 90% of the group from the beginning	Student has the attention of at least 70% of the audience after 1-2 minutes from beginning	Student did not obtain the attention of 50% of the audience and the introduction was weak	The presentation was missing an introduction	5	
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.	Organization was non- existent	5	
Content	Clear purpose and subject. Pertinent examples, facts, and/or statistics. Student demonstrates full knowledge (more than required) by answering questions with explanations and elaboration.	Has some success defining purpose and subject. Some examples, facts, and/or statistics support the subject. Student is at ease with expected answers to questions, but fails to elaborate.	Attempts to define purpose and subject. Weak examples, facts, and/or statistics, which do not adequately support the subject. Student is uncomfortable with information and is able to answer only rudimentary questions.	Subject and purpose are not clearly defined. Very weak or no support of subject through use of examples, facts, and/or statistics. Student does not have grasp of information; student cannot answer questions about subject.	The content was non- related or did not support the topic	5	
Nonverbal Skills	Relaxed, self-confident. Builds trust and holds attention by direct eye contact with all parts of the audience.	Recovers quickly from minor mistakes. Fairly consistent use of direct eye contact with audience.	Makes an attempt to overcome tension. Occasional but unsustained eye contact with audience.	Displays indifferent attitude. Makes no attempt to connect with audience. Does not make any eye contact with audience.	Nonverbal skills were negative to the presentation	5	
Delivery	Student uses a clear voice and correct, precise pronunciation of terms with fluctuation in volume and inflection. Audience members can easily hear presentation. Student makes sincere effort to engage audience interest.	Student's voice is clear. Student pronounces most words correctly with satisfactory variation of volume and inflection. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms with uneven volume and little or no inflection. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear, and/or speaks in a monotonous tone, causing the audience to disengage.	Delivery was clearly unpracticed and unimportant to the presenter	5	

Conclusion	Conclusions are supported by evidence. Major ideas summarize and leave the audience with a full understanding of presentation.	Includes some data or evidence which supports conclusions or ideas. May need to refine summary or final idea.	Includes very thing data or evidence in support of ideas or conclusions. Major ideas may need to be summarized. Audience is left with a vague idea to remember.	Insufficient support for ideas or conclusions. Major ideas left unclear. Audience left with no new ideas.	The conclusion was missing from the presentation.	5	
Appropriate Professional Attire	Appropriately dressed with professional attire for the purpose of the audience.	Appropriately dressed for the purpose of the audience.	Satisfactorily dressed for the purpose of the audience.	Inappropriately dressed for purpose.	Attire was not appropriate: either unsafe or distracted the audience	5	
Visual Aid	At least one appropriate visual was used and referred to frequently during presentation. Visual does not present errors in content, spelling and/or grammar.	An appropriate visual was used and referred to occasionally. Visual presents a few errors in content, spelling and/or grammar.	A visual was used but not referred to during presentation. Visual presents many errors in content, spelling and/or grammar.	An inappropriate visual was used, but not referred to during presentation. Visual presents excessive errors in content, spelling and/or grammar.	Visual aid was not appropriate, distracted from the presentation and/or was missing.	5	
Time Frame*	Falls within required time frame of 6-10 minutes.	Over or under the required time frame by 1-2 minutes.	Over or under the required time frame by 3 minutes.	Over or under the required time frame by 4 minutes.	Was over or under the required time frame by more than 4 minutes	5	
TOTAL PRESENTATION							45

Points earned _____ X 2 = _____
90 pts total

*Failure to present on the due date or during the time specified will result in a 20% reduction of the 90 points assigned for the Presentation. Failure to present on a second specified date will result in a Zero (0) out of the 90 points assigned for the Presentation.

Name _____

Date _____

REQUIRED APPLICATION PROJECT

EVIDENCE FOLDER GRADE SHEET

CRITERIA	Possible Points	Points Earned
Student/Parent Commitment Form	5	
Topic Selection	5	
List of Sources	5	
Outline of Researched Paper	5	
Rough Draft of Researched Paper	5	
Final Researched Paper	5	
Presentation Outline	5	
Self Evaluation Form (Only thoughtful completion of form will be considered.)	10	
Neatly Organized/Follows Instructor's Guidelines	5	
GRADE	50	

**REQUIRED APPLICATION PROJECT
R.A.P.
Self Evaluation Form**

Name _____ Program _____

DIRECTIONS: Use complete sentences to answer the following questions.

On a scale of 1-10, 1 being low and 10 being high, rate your performance throughout the R.A.P. experience.
_____ POINTS Explain.

What parts did you excel at? Why?

What parts were challenging for you? Why?

In order to be a “10,” what would you need to improve?

TIMELINES

Required Application Project Timeline
Career-Technical Program

**** To be determined by program instructor. It may not be within the same week as listed below. Each teacher will assign due dates according to what works best within their curriculum. It must be due on OR BEFORE the dates listed below.**

Week of...	Assignment	Teacher's Due Date
1 1 1 1	September Explanation with Guidelines for RAP Select RAP topic; parent/guardian sign off	3 rd Friday in September
1 1 1 2	October Identify & List Sources for research Research Notes -End of Qt. 1,	1 st Friday of October 3 rd Thursday of October
2 2 2 2	November Outline of researched paper Rough draft	** **
2 2 2	December RAP Assignment / Writing Center Opportunities.....SCDs Final Researched Paper Due no later than for full credit	**
2 2	January End of Qt. 2,	
3 3		
3 3 3 3	February	
3 3 3	March Evidence and Presentations due (Copy of presentation in Evidence) End of Qt. 3,	**

OPTIONAL ITEMS

Teacher May require any of the optional items included in this section

Project Journal Log

Keeping a journal will help you record important questions, ideas, and discoveries as you develop your RAP.

What should I write in my journal?

- RAP ideas, plans, reflections, and questions
- Informal notes
- Accounts of conversations with your mentor or others
- Thoughts

When should I write?

- At least three or four times per week
- Whenever you have a problem to solve, decision to make, etc.
- Whenever you need to think something out

How should I write?

- In your own voice
- Quickly and freely, getting ideas on paper

Who will read my journal?

- Your instructor will review your journal
- Your mentor and others may also review

Suggestions:

- Date each entry you make
- Write often: regular writing is what makes a useful journal
- Whenever you can, write long enough to develop ideas fully

Sample Research Log

Source

Type: (i.e. book, magazine, interview, computer software, Internet, video)

Publication Information (including date):

How will this research be useful?

Source

Type: (i.e. book, magazine, interview, computer software, Internet, video)

Publication Information (including date):

How will this research be useful?

Source

Type: (i.e. book, magazine, interview, computer software, Internet, video)

Publication Information (including date):

How will this research be useful?

Required Application Project Roles

Business/Industry Mentor:

1. Assist and advise student in technical aspect of the researched paper and/or the exhibit.
2. Serve as resource to the student in all stages of the RAP development.
3. Allocate time and make arrangements for student to work on RAP as needed.
4. Sign mentor agreement form.
5. Provide accurate and honest verification of student's work.
6. Additional assistance could be provided by:
 - a. Reviewing student research materials.
 - b. Evaluate their exhibit.
 - c. Advise student in planning their oral presentation.
 - d. Attend oral presentation.

Selecting Your Mentor

A RAP Mentor is someone you trust who knows the subject of your RAP and will take a sincere interest in guiding you to successful completion of your exhibit.

What does the mentor do?

- Provides expertise in the RAP area
- Gives suggestions and advice
- Supports your efforts
- Gives you feedback

Before you choose a mentor:

- Clearly define your product
- Be specific about what you expect from your mentor, including time commitments
- Be able to show how mentorship will benefit the mentor

How do you choose a mentor?

- Brainstorm possible experts within your chosen field of study
- Talk to parents, friends and/or teachers about possibilities
- Look for someone who has the expertise and is interested in mentoring you through completion of your exhibit

Once you have a mentor-what should happen?

- Meet with your mentor
- Determine how often you will meet with your mentor
- Decide what areas of your RAP they will assist with i.e.: exhibit details, review speech, etc.
- Ask mentor to be part of your review team

Required Application Project Mentor Agreement Form

Student Name _____

RAP _____

Mentors: In order for students to complete their RAP, they may work with a mentor who has expertise in the areas being explored. The mentor must be willing to verify the student's efforts and time spent. Each student should spend at least 15 hours creating his or her RAP. If you are willing to serve as this student's mentor, please complete the form below. Thank you for your participation.

I agree to serve as a mentor for the above name student while they complete their RAP during the 2008-2009 school year.

Mentor Name (please print): _____

Address:

Phone: _____

E-mail Address: _____

Relationship to Student:

Signature: _____

Date: _____

Mentor Verification Form

Student Name: _____ RAP: _____

You have chosen to verify this student's efforts on their RAP. Since most of the time spent on the RAP phase of the assignment has been out of class, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate/document. Please keep in mind that this student's research paper has already been evaluated. This form refers to the physical exhibit.

1. Have you seen this RAP at different stages of completion, not just the final phase?

_____ Yes _____ No

Comments:

2. What specific problems did this student encounter and overcome?

3. What successes have you seen this student achieve?

Signature _____

Thank you for your support and contribution to the student. It is appreciated.

Sample Letter of Intent

Your Street Address
City, State, Zip

Date

Teacher Name
MVCTC
6800 Hoke Road
Clayton, Ohio 45315

Dear Teacher Name,

PARAGRAPH I

Describe the general area of interest for your research and exhibit. Also, explain what you already know about this area and what experience you have in this field.

PARAGRAPH II

This paragraph should concentrate on the specific area of your RAP. What ideas do you hope to include, and what sources do you plan to use? Where will you find the information?

PARAGRAPH III

Begin this paragraph with a transitional sentence that shows the relationship between your research topic and your exhibit. Then describe your project. What will it be? Who is involved? Estimate the time you'll need to spend on it and the possible resources you plan to use.

PARAGRAPH IV

Explain your understanding of plagiarism and the consequences. This is your pledge that you will do your own work.

Sincerely,

Student Name

WRITING AN ANNOTATED BIBLIOGRAPHY

What is an ANNOTATED BIBLIOGRAPHY?	
It's a list of sources or <u>citations</u> with a brief note (<u>annotation</u>) about each item listed. Citations must be listed in alphabetical order.	
	<ul style="list-style-type: none"> A <u>citation</u> gives the precise information needed to locate the material.
	<i>example: a citation for a magazine article might include: the article title; author; magazine title; volume; pages; and date.</i>
	<ul style="list-style-type: none"> An <u>annotation</u> is a note that explains, describes or evaluates the cited source. Use complete sentences which are brief and to the point while concentrating on meaning.
	<i>Example: an annotation for an article might: summarize the article; evaluate its usefulness; or criticize the article.</i>
So, an annotated citation might look something like this:	
Magazine/Journal	<p>Bond, James S. "Teaching to Make Someone's Day." <u>Education for a Brighter Tomorrow</u> 12 December 1998: 21-30, 45.</p> <p>This article focuses on how to maintain a positive attitude in the classroom. It looks at several different techniques to make a classroom a welcoming place for students to learn.</p>
Book	<p>Felver, Ann. <u>So You Want to Teach</u>. New York: Cromwell, 1999.</p> <p>The author looks at all aspects of teaching. This book covers both elementary and secondary teaching as well as rural and urban settings. The author places a big emphasis on personality and teaching.</p>
Interview	<p>Smith, Margaret. <u>Personal Interview</u>. 7 March 2001.</p> <p>This interview shows what a twenty-three year teaching veteran knows. She has several success stories, as well as a few failures that she has learned from.</p>
Electronic Source	<p>Terence, Victoria. "My First Year as a Teacher: How I Survived." <u>Teacher Helps</u>. 4 January 2001. University of Crompie. 7 March 2001>. < http://teach.unvcromp.edu.html ></p> <p>This article looks at one teacher's first year of teaching and how she survived a group of 25 first graders who spoke very little English. She looks at how she improvised with the materials and funding she had.</p>

HOW TO COMPILE an annotated bibliography?	
	1. Consider the <u>scope</u> of your bibliography – <u>how many</u> and what <u>types of sources</u> are needed. This will probably have been defined in your assignment.
	2. <u>Locate</u> the sources, then <u>analyze</u> the information contained in each source.
	3. Finally, write your citations (according to the format specified by your professor) and the annotations.

What TYPES OF SOURCES might be used in an annotated bibliography?	
Six sources required with the following limitations	
• Books	• Pamphlets/Agency Report
• Magazines or trade journals	• Audiovisual materials
• Internet sites (No more that 3)	• *Interviews (1 required)
• Newspapers	• Maps
	• Trade Shows

*Interview – does not need to be completed prior to approval.

Interview is documented in the final RAP paper.

Citation Made Easy – Resource for bibliography – www.landmark-project.com

Click on citation machine on the right

Select the type of resource you wish to cite

Enter information

Citation Made Easy will give you both MLA and APA bibliographical styles as well as parenthetical (within text) finished for you.

The MVCTC web page has a link to help with the steps in completing a researched paper and APA and MLA formatting:

Go to mvctc.com

Click on high school

Click on media center

Click on research paper handbook

Information will be listed

Can also click on useful links

Log Format

Student Name _____

RAP _____

Date	Time	Activity	Comments

Researched Paper Peer Editing Sheet

Name _____

Thesis Statement:

I. Content/Organization

- Length appropriate Yes _____ No _____
- All sections support thesis Yes _____ No _____
- Clearly written Yes _____ No _____
- Well-phrased sentences Yes _____ No _____
- Good transitions Yes _____ No _____
- Conclusion restates thesis Yes _____ No _____
- Conclusion offers solution Yes _____ No _____

II. Use of Sources

- Correct number of sources Yes _____ No _____
- How Many Works Cited _____
- Paraphrased information correctly documented Yes _____ No _____
- Most body paragraphs contain citations Yes _____ No _____
- Number of citations in paper Yes _____ No _____

III. Mechanics

- Underline or italicize book and magazine title Yes _____ No _____
- Quotation marks around magazine articles Yes _____ No _____
- Parentheses around citations Yes _____ No _____
- Periods follow parenthesis Yes _____ No _____
- End punctuation mark before closing quotation marks in a direct quote Yes _____ No _____
- Correct all spelling errors Yes _____ No _____
- Eliminate fragments Yes _____ No _____
- Eliminate run-on sentences Yes _____ No _____
- Eliminate any contractions Yes _____ No _____
- No mechanical or grammatical errors Yes _____ No _____

PLANNING GUIDE FOR THE PRESENTATION

1. List 3 questions you think the committee might ask you about your topic, experience and/or research. Then briefly jot down the things you would say to answer the question.

1)

2)

3)

2. What 5 things did you learn about this topic during your research phase which surprised you:

1)

2)

3)

4)

5)

3. What was the hardest thing about this RAP? Why? How were you able to overcome this difficulty?

4. What are you most proud of related to the completion of this RAP? Why?

5. If you could change anything about this RAP and your work or your process, what would it be and why?

6. What is one skill which you think really improved during this process? What proof do you have that this skill has been improved?

7. If you were giving yourself the following grades in terms of this RAP, what would each be and why? You must offer concrete support for each grade.

_____ Work Ethic Concrete Justification:

_____ Quality of research Concrete Justification:

_____ Knowledge learned and applied Concrete Justification:

_____ Time management Concrete Justification:

_____ Overall quest for quality Concrete Justification:

List the people who helped you in this process and what they did.

What odds and ends do you have left to do before your presentation?

Any regrets?

Any compliments?

When is your committee presentation: _____

Where will it be: _____