

# SCHOOL OF THE FUTURE

## Exhibition Sponsor Handbook

### 2010-2011

#### What is an exhibition?

This is the type of assessment that we as a school most value as it reflects the kind of deep teaching and learning for which we strive. So an exhibition can be roughly thought of as a mini-thesis defense. The expressed purpose being to demonstrate both knowledge of a particular content area and the ability to think deeply about it using the 5 “habits of mind” which are posted and used by all teachers in the school. Students must select a topic preferably from classroom curriculum and a sponsor with expertise in the subject area. After agreeing on an essential question with the sponsor around which to frame their 7 to 12 page paper, students must meet a set of rigid deadlines. Once a final copy of the paper has been submitted, students present their topic to a committee of students, teachers, the sponsor and an outside adult (when possible) who grade the paper and subsequent performance (only if the paper receives a passing grade) according to a rubric.

#### Important Terms & Concepts:

##### Essential question:

This should be a specific question identifying content and context that will frame the paper. Essential questions can be based upon more general thematic questions, which guide your course. The question should invite intellectual discussions as opposed to yes/no or simple questions. [See appendix A]

##### Thesis Statement:

All of the grading rubrics require students to include a very focused thesis statement which tells the reader the point that the paper will make. It should address the essential question by making specific reference to topics covered and should appear very early in the paper, usually within the first or second paragraph. [See appendix A]

##### Rubric:

Each rubric gives the specific criteria for grading both the paper and the subsequent presentation. There are currently 9 different rubrics depending on which type of exhibition the student chooses to do. Students should study the rubric carefully as they create their outline and use it as a tool to help focus their research. [See appendix B]

##### Habits of Mind:

These are the 5 intellectual habits based on Ted Sizer’s Coalition of Essential Schools network which we teach students to use when considering material in any discipline. [See appendix C]

#### A Graduation Requirement

The exhibitions are a graduation requirement. Before graduating a student must complete 4 exhibitions [1 for each year spent in the SOF high school]. The breakdown is as follows:

- 2 Humanities (one English based, one History based)
- 1 Science
- 1 Math

Only one of the above will be completed according the Freshman Exhibition rubrics. These rubrics, by the same title, may only be used in the 9<sup>th</sup> Grade. [See appendix B]

## Sponsors

As a sponsor you are an advisor guiding students through their topic selection, research, paper revisions and presentation planning. This makes you the point person for a given student. **It is important to note that there is a delicate balance here between giving enough guidance to keep them productive and not giving students all the ideas, in short, not doing the paper for them.** Meetings with students will happen during school time, as specific days of classes will be canceled grade-wide in order to meet with sponsees. Most sponsors find it necessary to make appointments after school at times as well. Students who meet with sponsors frequently generally produce the best exhibitions. It is helpful to keep a log of appointments and notes on what is expected at each appointment. Likewise, students are encouraged to keep a record of their progress. [Suggested formats are provided in appendix D.]

## Deadlines/Rounds

There are specific deadlines (a sample is given below) as to when a student may present an exhibition as well as when the 1st draft and final copies of the paper are due. Each set of deadlines is considered a round. Grades 9-10 have only 1 round per year. 11-12th grade has 2+ rounds. All seniors will be going first round. The second round is reserved for those seniors who owe an additional exhibition, or those who did not successfully complete the first round. This second round is only available after a parent meeting with the principal and a contract is signed. This second round is the absolute last option for a student to present an exhibition and hence graduate on time (and participate in graduation ceremonies). **No more than one exhibition may be presented in any round!** Therefore, any student in grades 9-11 who did not pass an exhibition in any previous year must re-work and present that exhibition over the summer during Exhibition Summer School.

## Sample Exhibition Calendar

<u>Time</u>	<u>First Draft</u>	<u>Final Copy</u>	<u>Presentations</u>	<u>Restriction</u>
1	Feb. 14th	March. 21th	March 28-31.	11-12th grade
2	March 7th	May 20th	June 15-25	9-10th grade

**IMPORTANT:** For a current and complete list of paper deadlines and presentations times see last page of Handbook (just before the appendices).

## First Drafts

On the assigned due date.

2 copies must be turned in to Mr. Fanning's office only (not to sponsor) by 4 pm in the appropriate grade level bin.

Students must include a cover page which includes their name, the essential question, the sponsor name, the round number and date, and *very importantly*, the type of rubric being used [see appendix E for a sample cover page]. These papers should be at least 5 pages of text in length to be considered acceptable. The first draft should already contain most of the evidence needed to support the thesis. Shortly after 1st drafts are submitted, one copy will be forwarded to you, the sponsor, so that you can immediately give feedback to sponsees. The other copy goes to a reader (member of the faculty exhibition committee). The additional copy will be returned to your mailbox with comments which serve both the student and yourself. This is a measure of inter-rater reliability. Stress to your sponsees that this does not mean they have “passed” or “completed” their exhibition. The reader is simply providing *additional feedback* on the paper. The reader may “red flag” the paper for being inadequate which will result in a consultation between the student and a member of the faculty exhibition committee to address the concerns. In severe cases the exhibition is eliminated from the round and must be completed over the summer.

## Missing Deadlines!

If a student fails to submit a first draft or final copy of the paper by the given deadline, they will be eliminated from that round and must complete it over the summer. This may affect their graduation status. After 9<sup>th</sup> grade, it is possible for students to attend Exhibition Summer School, thus catching up on their exhibition status. If this measure does not resolve the setbacks in their exhibition requirements, they will fail to graduate on time and be unable to participate in the graduation ceremony. Students may complete their exhibitions over the summer and receive their diploma as soon as the exhibition requirements are fulfilled.

## Drafts and Final Papers

Sponsors should require several additional drafts between the 1st draft and final copy to be submitted to you personally (not Ms. DeLaura's office). As a sponsor you should expect significant revisions between drafts. That is, most of the comments made on the previous draft should be addressed in the next draft. Failure to complete these drafts (other than 1st and final) will be addressed by the sponsor, but if students repeatedly fail to meet your own intermediate deadlines, parents and Ms. DeLaura should become involved.

On the due date,

5 copies of the final paper should be turned in to Mr. Fanning's office by 9am in the appropriate grade level bin. NO copies should be made in school. There is a Kinko's on 21<sup>st</sup> Street & Park Avenue.

## The Committee

All committee members and presentations will be scheduled by the exhibition coordinator!

The committee will include:

- The sponsor
- The facilitator (keeps time, directs conversation, records)
- 2 Students
- 1 One adult from outside of SOF (when possible)

**No committee may proceed with less than two adults!** (including the sponsor)

Please do not schedule parents or friends as outside adults to grade the exhibition as this creates a conflict of interest and reduces our credibility. However, friends and family are welcome as observers!

## The Performance and Scoring

Committee members will receive a packet prior to the presentation that includes: the paper, the rubric, date & location for the presentation, and the evaluation score sheet (facilitator only – see Appendix F). Committee members will arrive to the presentation having already read and scored the written work. The facilitator will direct the conversation, record scores, keep time and file the paperwork afterwards. Only papers that receive the minimum average score of 15 (13 for Freshman Exhibition) will be presented. **Papers with a lower score may not present that round. We therefore discourage seniors from waiting until the last round, as it could eliminate them from graduation.**

The entire exhibition process will last for 50-60 minutes: 10 minutes for discussion of the paper score, 10-15 for the presentation, 10-15 minutes for questions and answers, and the remaining time for scoring. If there are large differences between committee members' scores (more than two points) for either the paper or the presentation, the facilitator will ask members to explain (using the rubric) the reasoning behind their scores and to confirm whether or not the scores change. The average scores for both the paper and presentation will be added and a grade will be given according to the following scale:

0-29	Needs Improvement
30-34	Satisfactory
35-40	Mastery
41-48	Mastery With Distinction

Decimal scores may rounded, ex: 29.5 may be rounded to a 30

## Needs Improvement Papers

Papers that do not receive the minimum score to be able to present (15 for exhibitions or 13 for Freshman Exhibition) cannot proceed to presentation under any circumstances. At this point, the facilitator should ask committee members for constructive feedback to give to the student. The facilitator should record these comments along with the paper scores on the evaluation sheet, staple the evaluation sheet to the paper and deposit this packet into a bin in Ms. DeLaura's office labeled "NI Papers". For Seniors in Round 1, these NI papers will automatically serve as the first draft for Round 2.

## Re-presenting

In the event of a "Needs Improvement" for the total combined score on the exhibition (the paper passed, but the total score was below Satisfactory), the student may re-present at a later date in front of the same committee. This will still be considered part of the original round. The paper score will stand; therefore the paper cannot be re-worked. Only the presentation will be re-graded. The facilitator should collect the committees' copies of the paper and the evaluation form and hand in the bundle to Ms. DeLaura's office in the "NI Papers" bin for re-scheduling.

## Deadlocked Paper Scores

All of the scores for the paper must be within 2 points of each other. In the event that committee members cannot agree to within this range after discussion using evidence from the paper and the rubric, the committee will be deemed in deadlock. In this case, the facilitator should collect all the papers and the evaluation sheet and hand in the bundle to Ms. DeLaura's office in the "NI Papers" bin for re-scheduling. A new set of committee members will be chosen by the exhibition coordinator and a new presentation date will be set. Since this is still part of the same round, the paper cannot be re-worked. It will be evaluated by a new committee, and proceed as normal.

## Paperwork

The facilitator will fill out an *Exhibition Evaluation Form* [see Appendix F] during the presentation. Following a successful completion of a round, 2 copies of the form should go to the sponsor (1 for the sponsor, 1 for the student), 1 copy to Ms. DeLaura, and 1 copy stapled to the paper goes to the guidance office [Felix Shen for grades 10 & 12 or Shantae Robinson for grades 9 & 11].

## Appendix Contents

- A: Sample Essential Questions & Thesis Statements
- B: Description of Rubrics
- C: Habits of Mind
- D: Sample Sponsor Record Keeping & Student Record Keeping
- E: Sample Cover Page
- F: Evaluation Sheet

## Appendix A

### Essential Questions and Thesis Statements

The essential question is the foundation of your entire exhibition. It will focus the research and writing. Here are some helpful hints to selecting appropriate essential questions.

- 1) Do **not** use questions such as:  
How is math used in everyday life?  
Avoid the phrase “everyday life”; this is too general and lets the committee know that students lack sufficient knowledge to be specific. It is also an awkward attempt to try to show significance which should spring naturally from the topic.  
A better example might be:  
a) How can we use quadratic equations to find the height of falling objects?  
or  
b) How can exponential functions predict population growth?

Notice that each question involves both a specific area of mathematics **and** how it might be applied in a practical way.

- 2) Basically the answer to the essential question will be the thesis statement which states the point of the paper. Therefore, do not use yes/no questions for the essential question. In general, the best essential questions tend to be “how” or “why” questions as they have deeper answers.

As an example: essential question “a” from above could generate the following thesis:

Using the quadratic formula, graphs, and factoring, we can solve quadratic equations in order to find the height at any time of a falling object.

This answers the essential question. The rest of the exhibition explains the thesis statement in detail and involves graphs, charts, diagrams, calculations, or other visuals.

- 3) All of the above is true for essential questions and thesis statements in any discipline. Here are some examples of good essential questions in Humanities and Science:

How did World War II affect women’s social roles in the United States?

What is the symbolic significance of ghosts in Amy Tan’s novels?

How has the gypsy moth changed the ecosystem of the Northeast region of the United States?

How have changes in the model of the atom affected our understanding of chemical reactions?

How does understanding Newton’s Laws lead to improved safety features in automobiles?

## **Appendix B**

### **Rubrics**

Each rubric represents a different kind of exhibition which a student can do. All of them fall within the three categories: humanities, math, or science. *Note*, the Foreign Language rubrics fall under humanities and can be viewed through either the literary or historical lens. Here is a list and brief description of the rubrics currently available.

#### **Humanities**

##### **Historical Research**

In this type of exhibition students take some historically significant topic or issue dealt with in class and investigate it further. Students are expected to take a debatable position on the issue, demonstrate knowledge of historical background information and the impact on present or future events, and apply the habits of mind.

##### **Literary Criticism**

In this type of exhibition students compare two or more works by academically recognized authors. Students investigate literary techniques, tools and styles of the authors which form the basis of the thesis. Students are also expected to research and integrate established critiques of their chosen works when possible. Students make historical or contemporary connections to societal issues stemming from their chosen works, as well as apply all other habits of mind.

##### **Original Work**

In this type of exhibition students create their own work(s) such as short stories or poetry. These works are then compared to academically recognized authors/artists in the same genre where students discuss the specific influences and comparisons between their own work and those of the selected authors/artists. Students are expected to research existing criticisms of their chosen established artists. All habits of mind are applied in the process.

##### **Foreign Language**

In this type of exhibition students discuss the influence of different cultures on one another, incorporating historical dates and evidence used to make cultural comparisons. The demonstration and use of the target language is a large component of this exhibition. All habits of mind are applied in the process.

#### **Science/Math**

##### **Math/Science Investigation/Experiment**

In this type of exhibition students take a content topic studied in class and investigate its use in or appropriateness to specific applications outside of the classroom. Or, students can design and conduct an experiment to collect and analyze data that will be used to support their hypothesis for a chosen topic. All habits of mind are applied in the process.

##### **Math/Science Research**

In this type of exhibition students research and take a position on a current issue in math or science. Students are expected to find current journal articles (as well as background information) on research that is being conducted in existing labs, evaluate the findings and present them as evidence to support the scientist's and their point of view on the topic chosen. All habits of mind are applied in the process.

## **Freshman Exhibition**

There are three distinct rubrics for the Freshman Exhibition, one each for humanities, foreign language, and math/science. These rubrics share similarities with the other exhibition rubrics and have similar expectations, but do not include the “Opposing Viewpoints” category.

Formerly known as the Portfolio Defense, these rubrics have been re-designed to incorporate student work done throughout the year, but do not ask the student to tie together 4 separate pieces of work under one thesis. Rather, the new rubrics ask the student to come up with an essential question (perhaps based on a common theme from the year), develop a thesis statement, use evidence gathered from class (from previous class assignments, research essays, lab report, etc.) and/or outside of class to support the thesis, and to connect the concepts used in the paper to things done in class (an assignment, an activity, a project, a movie, a class trip, etc.) In other words, evidence used in the paper to support the thesis can come from research done for class assignments, but assignments are not used as evidence.

### **Humanities**

The humanities rubric can be viewed through the literary or historical lens. Students are expected to articulate a persuasive argument to support the thesis. Students will use the habits of mind to demonstrate content knowledge, their growth as learner, and applications to or implications for the larger worldview.

### **Foreign Language**

This rubric is similar to the humanities rubric above. It can be viewed through both the literary or historical lens and is expected to contain a persuasive and articulate argument to support the thesis. However, this rubric looks for use and application of the target language and cultural implications in addition to the habits of mind described above.

### **Math/Science**

Students will develop a thesis statement to answer the essential question from content studied in class. Students are expected to target specific content from class, as well as gather additional outside information, and apply that content to concrete examples that are used to support the thesis. Through application, the student will demonstrate how content studied in class is related to each other as the habits of mind are again employed to guide the student through this process.

## **Appendix C**

### **Habits of Mind**

The following Habits of Mind are also 5 of the 6 categories used for grading on the Rubrics.

#### **Point of View**

From what point of view are we looking at this topic? Student should be able to identify the existing point of view of research and/or clearly establish from what lens he or she is approaching a given topic. This habit of mind is used to establish an argument.

#### **Evidence**

What is the evidence used to support the major point of view, argument, or hypothesis? Student should be able to find, digest, and analyze material relevant to the chosen topic and be able to integrate the evidence so that it supports the thesis of the paper. Sources of evidence should come from a wide variety of media including but not limited to: texts, reference books, periodicals, video clips, interviews, on-line periodicals, and vetted internet sites. The Internet should *not* be the only source for an exhibition paper.

#### **Connections**

What are the connections of content within the chosen topic? How is the chosen topic connected to other content areas covered in and/or outside of class? This habit of mind asks the student to dig deep into their topic to find connections between content areas under investigation, between the relevance of content and self as learner, and to similar areas of study that are related to, but not explicitly part of their chosen topic.

#### **Alternatives (Opposing Viewpoints/Supposition)**

After thoroughly investigating a topic, alternatives to the original point of view must be explored. What other point of view can be used to investigate this topic? How would the outcome be affected if a variable were changed? The student is expected to explore theories or counterarguments that challenge the argument set forth in the paper, or in some way would alter the outcome (math/science).

#### **Significance**

Why is the topic under investigation important to the student and within the larger context of society? What difference or what impact does this topic have on a grand scale? This habit of mind is meant to get the student to think about and identify applications of the chosen topic outside of the classroom, to branch out and apply their knowledge to the commonality of daily life, or to demonstrate an understanding of the implications of their topic to society.

#### **Communication**

Although not part of the Habits of Mind, communication is part of the grading rubrics. Using the Habits of Mind as tools for exploration are key to developing a well-rounded exhibition paper. Being able to communicate findings, arguments, and counterarguments is likewise a key component of the paper. Using standard grammatical rules of formal writing, as well as quotes, diagrams, graphs, charts, and pictures when necessary, are essential to communicating thoughts and ideas.

**Appendix D**  
**Exhibition Sponsor/Sponsee Checklist**

**First Meeting** Date \_\_\_\_\_

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**Second Meeting** Date \_\_\_\_\_  
Topic: What are you studying & Why is it significant?

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**Third Meeting** Date \_\_\_\_\_  
Essential Question & Rubric Selection \_\_\_\_\_

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**Fourth Meeting** Date \_\_\_\_\_  
List your Sources

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Have OUTLINE prepared with specific information that gives your paper direction.

**Fifth Meeting** Date \_\_\_\_\_  
Bring with you a First Paragraph that includes EQ and a rough thesis

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**Sixth Meeting** Date \_\_\_\_\_  
Drafts Exchanged

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**Seventh Meeting** Date \_\_\_\_\_

Conclusion (summarizes main points & refers back to EQ and Thesis) \_\_\_\_\_

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Bibliography (meets MLA/APA standards)

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**Appendix E**  
**Sample Cover Page**

**How Are Quadratic Equations Used to Find the  
Height of a Falling Object?**

By: **Jane Jones**  
Sponsor: **Ms. Karlich**  
Rubric: **Math/Science Investigation**  
**Round 1 (Seniors)**  
March 10, 2005