

FREQUENTLY ASKED QUESTIONS . . .

Who must complete a Culminating Project?

All students seeking a Renton School District diploma must satisfy the Culminating Project requirements. Students in alternative placements, running start, home school, or other alternative settings will still be required to participate.

English Language Learners and Special Education students will be accommodated within the parameters of individual student language needs and abilities, or individual student education plans (IEP).

Transfer Students: Students who transfer into the Renton School District will be required to complete the Culminating Project. Building project coordinators work with students to accommodate work completed in their former school in order to fulfill requirements.

Why is a Culminating Project required?

The *Culminating Project* emphasizes oral and written communication, evidence of learning, and analysis and synthesis of learning in and out of the classroom. All of these are essential elements in Washington State mandated education reforms and are important life skills.

I thought all students needed to create a specific senior year project.

The Renton School District, like many other school districts, has moved to a greater emphasis upon performance-based learning structures. Student work – over four years – will include a variety of projects and more accurately represent the total educational experience of the graduate.

For more information about the Culminating Project or other graduation requirements, please contact:

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Renton High School

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Sartori Education Center

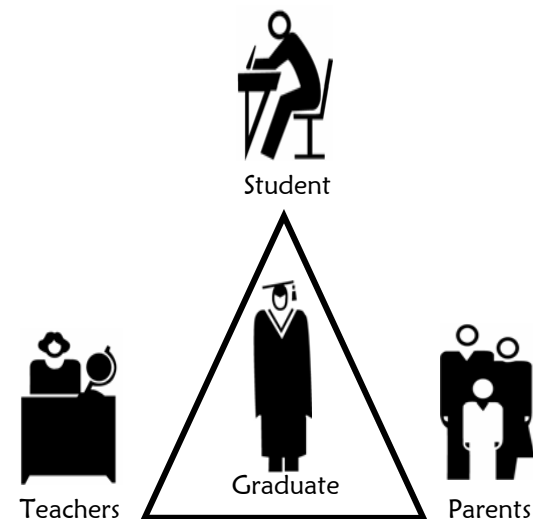
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Renton School District Culminating Project

Plan for Success



A Culmination Portfolio and Post-High School Plan demonstrating a graduating student's ability to

- Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems
- Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities

The Culminating Project is actually a senior year student-led “Presentation” based upon five components that define a student’s four-year high school career.

The Presentation: A Student Led Conference

The “Presentation” format will allow students to present their work in written or verbal form, and students may choose to incorporate technology as a presentation tool. Students will be able to store, access and present artifacts related to the five component parts of the portfolio through *e-folio*, an electronic storage system. The students will complete their presentation sometime during their senior year.

Grading

This is a non-credit requirement and the student will be judged successful by meeting established standards.

Student Progress and Success

Research shows that personalized instruction is critical to student success. The high schools are providing the necessary guidance and support for every student to be successful. Parents will be informed of student progress at regular intervals.

COMPONENT ONE

The Academic Profile

The Academic Profile is an important component allowing students to develop and reflect upon their four years of high school study. To this end, the student will acquire and maintain a file of academic information that might include, but is not limited to, the following:

- Academic Transcript
- WASL Scores
- Secondary-level test results
- PSAT, SAT/ACT Tests, AP Exams, ASAVB, and any additional state/national criterion normed tests
- Student Learning Plan (SLP)
- Individual Education Plan (IEP)
- Letters of Recommendation

COMPONENT TWO

A Collection of Authentic Learning and Exemplary Work

At each grade level, students will collect samples of exemplary work from their core classes (Language Arts, Social Studies, Science, and Math). Samples of student work from outside the core area will be at the student’s discretion with guidance from those departments.

- Departments will determine the assignment(s) eligible for inclusion.
- Core areas will require a minimum of at least one sample per year.
- Students will choose one additional sample from a class of their choice.
- Departments will use standardized scoring criteria.

COMPONENT THREE

A “High School and Beyond Plan”

Students will outline how they plan to meet their high school graduation requirements in a four-year plan, and how they will spend their first year out of high school.

COMPONENT FOUR

Career Documents and Interest Assessments

To help students meet this goal, they will participate in a series of career- and interest-based assessments. Students will learn to create a resume, update it yearly and include it in their e-folio file. Students may participate in other career learning programs such as reflection papers, job shadowing, career and college fairs, etc. Evidence of participation in these activities should be included as well.

COMPONENT FIVE

Personal Achievements and Accomplishments

Students will submit artifacts that provide a picture of their activities outside the classroom. These artifacts might include, but are not limited to:

- awards, recognition, scholarships
- community service
- associations (national, state or local)
- competition from school and non-school activities

Students will submit a reflection paper (1-2 pages) about their school year. This brief paper might include possible goals, accomplishments, personal satisfaction, or growth in any class(es).