

SPRING VALLEY ACADEMY
EAGLES



Student Community Project Guide

Student Name: _____

School Year: _____

Advisor: _____

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What is the MYP Community Project?

The Grade 8 Community Project is a major activity for students to complete in Year Three (8th grade) of the MYP program at Spring Valley Academy.

The community project focuses on community and service. This gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project is completed individually and the service as action can take place in small groups. The choice of the topic for the project is made in consultation with a faculty advisor who has the responsibility for supervising the development of the project according to the Assessment Criteria (included in attached guide) which is based on International Baccalaureate Organization guidelines.

The aims of MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments

While this project may seem like quite a bit of work, we are confident the rewards will be even greater, both for you as a student and the community whose need you chose to address.

The 3 main components of the project are:

- **Service as Action**
- **Process Journal**
- **Oral Presentation**

Timeline

7th Grade Year-Community Project Timeline

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
7th grade: during advisory				Introduction of the project to students
JANUARY	FEBRUARY	MARCH	APRIL	MAY
Introduction *Introduce to parents (7th) at conferences	Introduction	Investigating *Begin Process Journal/record	Investigating *Record in process journal	Investigating *Initial research *Record in process journal *Check in with advisor

8th Grade Year-Community Project Timeline

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p>Introduction/ Investigating</p> <ul style="list-style-type: none"> *Handbook w/ signature page *Assign advisor *Select groups *Review ideas *Review Process Journal expectations 	<p>Investigating</p> <ul style="list-style-type: none"> *Decide on need within community *Selecting relevant resources *Define a goal to address-get approval *Begin research, gather information *Record information and developments in Process Journal 	<p>Planning</p> <ul style="list-style-type: none"> *Develop proposal *Continue research-select, evaluate & acknowledge information *Record information and developments in Process Journal 	<p>Planning</p> <ul style="list-style-type: none"> *Continue research-select, evaluate & acknowledge information *Work on preparation for the Service as Action *Record information and developments in Process Journal 	<p>Planning</p> <ul style="list-style-type: none"> *Continue research-select, evaluate & acknowledge information *Work on preparation for the Service as Action *Hold a “work in progress” session with advisor *Record information and developments in Process Journal
JANUARY	FEBRUARY	MARCH	APRIL	MAY
<p>Taking Action</p> <ul style="list-style-type: none"> *Carry out service *Record information *Meet with advisor *Record information and developments in Process Journal 	<p>Taking Action</p> <ul style="list-style-type: none"> *Carry out service *Record information *Meet with advisor *Record information and developments in Process Journal 	<p>Reflection Stage</p> <ul style="list-style-type: none"> *Evaluate quality of service *Reflect on learning *Complete bibliography *Complete project board/presentation *Complete oral presentation 	<p>Reflection Stage</p> <ul style="list-style-type: none"> *Evaluate quality of service *Reflect on learning *Complete bibliography *Complete project board/presentation *Complete oral presentation 	<p>Reflection Stage</p> <ul style="list-style-type: none"> *Oral presentations

Approaches to Learning (ATL Skills)

IB Approaches to Learning are skills that help you learn. If you practice and apply these skills in the real world, you will become a life-long learner. Why should this be a goal of yours? Because even though you may graduate high school and college, you'll still need (and hopefully want) to learn! New jobs, new life roles, different experiences, world events; lots will happen and with these skills you will be better prepared to understand these changes.

Thinking Skills	<ul style="list-style-type: none"> ● Generate ideas ● Identify problems ● Ask questions ● Identify bias ● Plan ● Come up with innovative solutions ● Apply knowledge and skills to different situations ● Evaluate solutions and ideas ● Reflect on learning
Self-Management Skills	<ul style="list-style-type: none"> ● Meet deadlines ● Set goals and create a plan to accomplish them ● Keep information organized ● Find balance in life (effectively cope with)
Research Skills	<ul style="list-style-type: none"> ● Access information ● Find information using different media ● Evaluate sources for bias ● Take notes in own words (paraphrase) ● Synthesize information from various sources (put ideas together) ● Create a "Works Cited" page with correct format
Collaboration Skills	<ul style="list-style-type: none"> ● Respect other's point of view ● Respect other's differences ● Be empathetic ● Resolve conflicts ● Be fair ● Take responsibility for own actions ● Make decisions ● Create consensus ● Speak up in a group ● Help others ● Develop cultural understanding and global awareness by engaging with learners of other cultures
Communication Skills	<ul style="list-style-type: none"> ● Speak respectfully to others ● Give and receive feedback ● Listen to others and consider/analyze their ideas ● Use various communication techniques to make your ideas clear (verbal, gestures, diagrams, statistics, charts, graphs) ● Write for different purposes ● Organize information logically ● Present ideas clearly and effectively

Understanding Global Contexts

Global context directs your learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context of learning, your MYP community projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

The following questions will help to choose a global context through which to focus the project:

- What do I want to achieve with my community project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- What best matches my purpose for my project?
- How can a specific IB global context give greater purpose to my project?

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Choosing a global context helps you connect your project and your classroom learning to the world; the broadest context for learning.

The global context you choose provides a context for inquiry and research for the community project. Choose only one global context to define your goal. In most cases other global contexts may inform the project of other perspectives, but focusing on one context will give a specific focus to the project.

Examples:

The goal	A need	A community	Global Context
To raise awareness	Freedom of expression	A nation perceived as politically oppressed	Personal and cultural expression
To participate actively	Trained working dogs	Special needs community	Identities and relationships

To research	Access to clean drinking water	Pacific island countries	Orientation in space and time
To inform others	(Access to) medical provisions	Various socio-economic groups	Fairness and development
To change behaviors	Social acceptance	The school community of teachers and students	Identities and relationships
To advocate	Modernization of local methods of waste management	The local population as it prepares for a national event	Globalization and sustainability

Process Journal

As you go through the process of the community project, you will need to maintain a record of your progress. It is your choice as to how you will do this. Every student must keep his/her own Process Journal, even if working with a group.

What is included in the Process Journal?

- Reflections of your understanding of the topic
- Reflections of your understanding of the global context through which you will work with the topic (connecting your topic/project to the global context)
- Reflections of your understanding of your ATL skills (see page 5)
- Drawings, diagrams, doodles, clippings, pictures
- Meeting notes: intentions, next steps, accomplishments, brainstorming, discussions, arguments (keep it civil!), reflections on your personal growth through these meetings
- Record of sources/notes from research
- Planning information: materials, contact names and numbers, dates, times, locations of meetings and events

You choose how you will maintain the Process Journal (but make sure you use it regularly as you go through the project):

- personal notebook/scrapbook (required for 2018-19 school year, will be provided)
- video
- audio recordings
- Google Docs, Word, other online record keeper

The process journal is NOT:

- Used every single day
- Written up after the process is completed
- Additional work on top of the project
- A static document/journal with only one format
- A diary with detailed writing about what was done

INVESTIGATING

What is the goal of your project?

Some examples of goals are:

- To raise awareness
- To participate actively
- To research
- To inform others
- To create/innovate
- To change behaviors
- To advocate

Identify the Global Context your project is related to. (see pages 6-7)

Global context direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful exploration of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

Consider the following questions as you choose a global context through which to focus your project:

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

When organizing fundraising campaigns or events for an organization, you will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

The choice of the global context will significantly shift the perspective of the MYP project.

PLANNING

Develop a proposal for action for the project

When you are clear on what you want to achieve and the service as action of your project, you will need to propose an action plan. What are some specific tasks or activities you can do to develop your project? You can use checklists, rubrics, timelines, flowcharts or other strategies to prepare the proposal. Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on time and resources available. Do not come up with a proposal that takes too much time, is difficult to follow through, or costs too much money to implement. On the other hand, do not choose projects that are too simplistic.

Research

Now it's time to begin your research. Remember to look for reliable online sources. Don't forget interviews with individuals involved in whatever your project is related to can offer valuable information and insight.

As you complete your research, make sure to keep track of all of your sources.

Add these to your process journal.

The next step is to complete your Community Project Proposal. (appendix)

TAKING ACTION

Once you have determined the need, your goal, and have planned what you are going to do, it is time to put it into action.

- Is it a one day event? Will it take a few weeks?
- Where will the event take place/Where will the drop-off location be?
- How will you get the word out? Do you need posters made? Do you want to include write-ups on the SVA broadcast, PeachJar or NTI messages home?
- What supplies do you need?

Continue writing in your process journal.

REFLECTING

Congratulations! You made it. This is the final stage of your project. This is where you will finalize all of the work you have done; research, findings, final self- reflection, opinion, final thoughts, etc...Be sure to include the 3 parts listed below.

Must be typed 12pt font, Double Spaced, Times New Roman, 1 inch margins, 2-4 pages

- Brief introduction to your project (Include thesis statement which is your goal.)
- Evaluate the quality of service as action against the proposal (Did the project turn out as you had planned?)
- Reflect on learning (Global Contexts, ATLS and Learner Profile), refer to specific Process Journal entries (include physical extracts as appendices at end of the paper)

PART 1: REFLECTION ESSAY

Questions to consider- (Answers should already be in your Process Journal!) for Final Reflection that address the ATLS:

1. How did you decide which issue in the community to research?
2. Did your action require you to plan and organize? If so, what was this process like?
3. How did you use creativity to take action in order to meet your goal? (Creative Thinking)
4. Did you collaborate with anyone? If so, what was that process like? If not, why not? (Collaboration critical)
5. What was challenging about this project? What was easy about it? (Reflection)
6. What did you learn about the community? Misconceptions? Affirmations? (Reflection)
7. How did your research help you better understand the issue in your community? (Literacy, media literacy: videos, internet, transfer)
8. As you reflected on your process journal, what would you change about the process or project, if you had the opportunity to do it over again? (Critical thinking, transfer)
9. Did you meet your goal? If so, what is the evidence of your success? If not, why do you think you did not meet your goal (For example: Did your project end up going in a different direction?)
10. What did you learn about yourself as a learner and as an active citizen in society? (Critical thinking, transfer)
11. How will you use what you have learned in the future? (Critical thinking, transfer)

PART 2: BIBLIOGRAPHY

Complete the bibliography (format will be taught in Science class)

PART 3: EXTRACTS

Include physical extracts referred to in your paper (minimum of 4) from the Process Journal (i.e. challenges, epiphanies, data, and successes)

PROCESS JOURNAL EXTRACTS (APPENDICES)

You should carefully select evidence from your process journal to demonstrate development in all criteria (A. Investigating, B. Planning, C. Taking Action, D. Reflecting).

An extract may include:

- Visual thinking diagrams
- Bulleted lists
- Charts
- Notes
- Timelines, action plans
- Labeled illustrations
- Direct quote from a source
- Artifacts from inspirational visits to museums, performances, galleries Pictures, photographs, sketches
- Up to 30 seconds of visual or audio material
- Screenshots of a blog, website or online journal
- Questionnaires or Surveys
- Self and peer assessment feedback.

Feel free to include any additional material that is relevant to the success of this project

PRESENTATION

At the end of the community project, you will present in front of an audience.

- For an individual student presentation, the time allocated is 5-7 minutes
- For a group presentation, the time allocated is 7-12 minutes

Students choosing to complete the Service as Action in groups will present the project as a group, but each group member must speak during the course of the presentation.

At the time of the presentation, students must submit to the advisor:

- A completed/signed academic honesty form for each student
- The proposal for action (submitted for approval prior to action)
- Process journal extracts
- Any supporting visual aids used during the presentation
- Bibliography/sources

In addition to the oral presentation, you will also be required to create a visual (i.e. a tri fold presentation board, binder, video, powerpoint, etc.) to showcase the project. This is your chance to be creative. You will need to include the following:

- Project name
- Description of project
- Visuals (photos, graphs, etc)
- Research
- Bibliography
- Reflection

ASSESSMENT RUBRIC

Criterion A: Investigating

Maximum Score: 8

In the community project, students should be able to:

- define a goal to address a need within a community, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills.

Achievement Level	Level Descriptor
7-8	Student: a. defines a clear and highly challenging goal to address a need within a community, based on personal interests b. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project c. demonstrates excellent research skills
5-6	Student: a. defines a clear and challenging goal to address a need within a community, based on personal interests. b. identifies prior learning and subject-specific knowledge generally relevant to the project c. demonstrates substantial research skills
3-4	Student: a. outlines an adequate goal to address a need within a community, based on personal interests. b. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project c. demonstrates adequate research skills
1-2	Student: a. states a goal to address a need within community, based on personal interests, but this may be limited in depth or accessibility b. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance. c. demonstrates limited research skills.
0	Student does not achieve a standard described by any of the descriptors below.

Criterion B: Planning

Maximum Score: 8

In the community project, the student should be able to:

- develop a proposal for action to serve the need in the community
- plan and record the development process of the project
- demonstrate self-management skills

Achievement Level	Level Descriptor
7-8	Student: a. develops a detailed, appropriate and thoughtful proposal for action to serve the need in the community b. presents a detailed and accurate plan and record of the development process of the project c. demonstrates excellent self-management skills
5-6	Student: a. develops a suitable proposal for action to serve the need in the community b. presents a substantial plan and record of the development process of the project c. demonstrates substantial self-management skills
3-4	Student: a. develops an adequate proposal for action to serve the need in the community b. presents an adequate plan and record of the development process of the project c. demonstrates adequate self-management skills
1-2	Student: a. develops a limited proposal for action to serve the need in the community b. presents a limited or partial plan and record of the development process of the project demonstrates limited self-management skills c. demonstrates limited self-management skills
0	Student does not achieve a standard described by any of the descriptors below.

Criterion C: Taking Action

Maximum Score: 8

In the community project, student should be able to:

- demonstrates service as action as a result of the project
- demonstrates thinking skills
- demonstrates communication and social skills

Achievement Level	Level Descriptor
7-8	Student: a. demonstrates excellent service as action as a result of the project b. demonstrates excellent thinking skills c. demonstrates excellent communication and social skills
5-6	Student: a. demonstrates substantial service as action as a result of the project b. demonstrates substantial thinking skills c. demonstrates substantial communication and social skills
3-4	Student: a. demonstrates adequate service as action as a result of the project b. demonstrates adequate thinking skills c. demonstrates adequate communication and social skills
1-2	Student: a. demonstrates limited service as action as a result of the project b. demonstrates limited thinking skills c. demonstrates limited communication and social skills
0	Student does not achieve a standard described by any of the descriptor below.

Criterion D: Reflecting

Maximum Score: 8

In the community project, student should be able to:

- evaluate the quality of the service as action against the proposal
- reflect on how completing the project has extended their knowledge and understanding of service learning
- reflect on their development of ATL skills

Achievement Level	Level Descriptor
7-8	Student: a. presents an excellent evaluation of the quality of the service as action against the proposal b. presents excellent reflections on how completing the project has extended their knowledge and understanding or service learning c. presents excellent reflections on their development of ATL skills

<p>5-6</p>	<p>Student:</p> <ul style="list-style-type: none"> a. presents an substantial evaluation of the quality of the service as action against the proposal b. presents substantial reflections on how completing the project has extended their knowledge and understanding or service learning c. presents substantial reflections on their development of ATL skills
<p>3-4</p>	<p>Student:</p> <ul style="list-style-type: none"> a. presents an adequate evaluation of the quality of the service as action against the proposal b. presents adequate reflections on how completing the project has extended their knowledge and understanding or service learning c. presents adequate reflections on their development of ATL skills
<p>1-2</p>	<p>Student:</p> <ul style="list-style-type: none"> a. presents a limited evaluation of the quality of the service as action against the proposal b. presents limited reflections on how completing the project has extended their knowledge and understanding of service learning c. presents limited reflections on their development of ATL skills
<p>0</p>	<p>Student does not achieve a standard described by any of the descriptors below.</p>

APPENDIX

COMMUNITY PROJECT CHECKLIST

INVESTIGATING WORKSHEET

TOPICS LIST

COMMUNITY PROJECT PROPOSAL FOR INVESTIGATION FORM

COMMUNITY PROJECT PROPOSAL FOR ACTION FORM

ABCDs of Website Evaluation

ACADEMIC HONESTY FORM

Community Project Checklist

As you complete the project, use this checklist as a quick guide to make sure you're on task.

PRE-PROJECT

- Read Community Project Guide
- Begin Process Journal

INVESTIGATING

- Brainstormed and determined a community need (problem to be addressed)
- Defined a goal to address the need
- Decide on a Global Context/ Local Context
- Reflected on your understanding of the topic within Global Contexts, ATLS, and Learner Profile

PLANNING

- Decided on individual or group project
- Selected a group (if group project)
- Developed an action plan
- Continued research and recorded info
- Contacted organizations/experts as needed
- Organized the "action" (gathered materials, found location for event etc)
- Reflected on your understanding of the topic within Global Contexts, ATLS and Learner Profile
- Met with advising teacher

TAKING ACTION

- Carried out the "action"
- Reflected on Global Contexts, ATLS and Learner Profile (How have you grown?)

FINAL REFLECTION PAPER should include:

- Brief explanation of what your problem/ideas was
- Evaluation of project against your proposal (Did it turn out as you'd planned?)
- Reflection on your learning (Global Contexts, ATLS and Learner Profile)
- Selected extracts from the process journal (demonstrating your design/learning process)
- "Works Cited" page with proper format
- Completed Academic Honesty Form

PRESENTATION

- Completed project for display
- Presented to panel

INVESTIGATING WORKSHEET

PART 1: Define the following terms:

Environmental:

Political:

Social:

PART 2: During this phase, you will need to identify the need within the community. First, you will need to know what the term “community” means. The best way to do this is to brainstorm each “community.”

- Use this chart to help. Each column represents a different “community.” Use the space provided to brainstorm the needs in each of those areas. Some needs may fit in several categories.
- Ask yourself: Which one do I feel most interested about? How can I help address the need?

School	Local Neighborhood County	State	National	Global
Ex. Bullying, poverty	Ex. Hunger, crime, domestic violence,	Ex. Environment	Ex: homelessness, child abuse	Ex. Lack of clean water

TOPICS LIST

Social	Environmental	Political
Bullying Poverty Domestic Violence Suicide Homelessness Animals Tutoring Sexual Harassment/Violence Elderly Drug addiction/Alcoholism	Graffiti/Vandalism Pollution/Litter Animals Water Conservation Recycling School Garden Disasters	Poverty Terrorism Immigration Laws/Policy Economics

Community Project Proposal for Investigation Form

Project Title:

Student Name(s):	Advisor Name:
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NEED: Describe the need you intend to address. What is lacking/needing improvement?
Target Community:
Need:

ACTION GOAL: What is the purpose of your Community Project? What do you hope to achieve?												
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Circle type of goal:</td> <td style="width: 25%;">To participate actively</td> <td style="width: 25%;">To inform others</td> <td style="width: 25%;">To change behaviors</td> </tr> <tr> <td></td> <td>To raise awareness</td> <td>To research</td> <td>To create/innovate</td> </tr> <tr> <td></td> <td></td> <td></td> <td>To advocate</td> </tr> </table>	Circle type of goal:	To participate actively	To inform others	To change behaviors		To raise awareness	To research	To create/innovate				To advocate
Circle type of goal:	To participate actively	To inform others	To change behaviors									
	To raise awareness	To research	To create/innovate									
			To advocate									
Action Goal:												

GLOBAL CONTEXT: (circle one)						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Identities and relationships</td> <td style="width: 33%;">Orientation in space and time</td> <td style="width: 33%;">Personal and cultural expression</td> </tr> <tr> <td>Fairness and development</td> <td>Scientific and Technical innovation</td> <td>Globalization and sustainability</td> </tr> </table>	Identities and relationships	Orientation in space and time	Personal and cultural expression	Fairness and development	Scientific and Technical innovation	Globalization and sustainability
Identities and relationships	Orientation in space and time	Personal and cultural expression				
Fairness and development	Scientific and Technical innovation	Globalization and sustainability				
How is this Global Context relevant? Why?						

RESEARCH: What questions do you need to answer? Where will you look for the answer? Remember to look for reliable sources of information. **Use the ABCDs of Website Evaluation form for all websites (appendix). Keep track of ALL resources used in your process journal as you must submit a bibliography with your presentation.**

The purpose of your initial research is to help you develop a proposal for action. You cannot create a proposal for action until you have conducted research.

<p>Questions? (who, what, when, where, and why?)</p>	<p>Possible resources: (books, magazines, newspaper, websites, surveys, interviews, videos, etc)</p> <p><i>You must use a variety of resources!</i></p>
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Process Journal: How will you record the significant findings from beginning to end to show the development of your community project? Remember to include brainstorming notes, actions, etc.

<p></p>

Community Project Proposal for Action

Project Title:

Student Name(s):	Advisor Name:
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Need:
Community:
Global Context:

Action Goal:
Time Frame: <i>Will you hold a one day event? Will your action take a few weeks?</i>
Location: <i>Where will the event take place?</i>

Specific Tasks/activities to complete:

How will you get the word out?

What materials and resources are needed to achieve your product/outcome?

Cost: *Is there a materials cost?*

ABCDs of Website Evaluation

Name of website: _____

URL: _____

ABCDs	Consider the site if:	Question this site if:
URL of site:	<input type="checkbox"/> .gov (government) <input type="checkbox"/> .edu (college or university) <input type="checkbox"/> .org (non-profit organization)	<input type="checkbox"/> .com (business) <input type="checkbox"/> .k12 (school) <input type="checkbox"/> Geocities, yahoo, etc. (personal)
A Authorship <i>Who created this site?</i>	<input type="checkbox"/> Author seems to be an expert in the field or subject <input type="checkbox"/> Organization is governmental or non-profit and is respected organization in this field	<input type="checkbox"/> Author does not seem to have relevant qualifications <input type="checkbox"/> Organization has commercial interest in this subject
B Bias <i>What is the purpose of this site?</i>	<input type="checkbox"/> Informative <input type="checkbox"/> News <input type="checkbox"/> Educational /scholarship	<input type="checkbox"/> Advocacy (promotes a point of view) <input type="checkbox"/> Personal Interest <input type="checkbox"/> Advertising <input type="checkbox"/> Entertainment
C Content <i>How accurate or trustworthy is this page? Is it at my reading level?</i>	<input type="checkbox"/> Previously published in a newspaper, magazine or academic journal and has been subject to peer editing <input type="checkbox"/> This page or site has works cited list or bibliography <input type="checkbox"/> Information is consistent with other sources <input type="checkbox"/> I can read this site with understanding	<input type="checkbox"/> Mistakes in spelling or grammar throughout the site <input type="checkbox"/> This page or site has no works cited list or bibliography <input type="checkbox"/> Information is not consistent with other sources <input type="checkbox"/> This site is too difficult for me to read with understanding
D Date <i>When was this page created or updated?</i>	<input type="checkbox"/> This is a continuously updated page or site <input type="checkbox"/> Links to information work	<input type="checkbox"/> This site was last updated more than a year ago <input type="checkbox"/> Links to other information are broken
Evaluation complete	_____ Total number of check marks in this column <input type="checkbox"/> I am comfortable that the information on this site is reliable	_____ Total number of check marks in this column <input type="checkbox"/> I probably should not use this site for academic work

Academic Honesty Form

Student Name	
Advisor Name	

Student Declaration

I confirm that this work will be my own. I will acknowledge, in the body of my work, each use of the words, work or ideas of another person. All written, oral or visual works (hard copy and/or electronic materials) will be cited properly.

Parent Declaration

I confirm that, to the best of my knowledge, the material submitted will be the authentic work of the student.

Advisor Declaration

I confirm that, to the best of my knowledge, the material submitted will be the authentic work of the student.

Student's signature	Date
Parent signature	Date
Advisor's signature	Date