



2023-2024

Texas

Performance

Standards Project

(TPSP) Guide

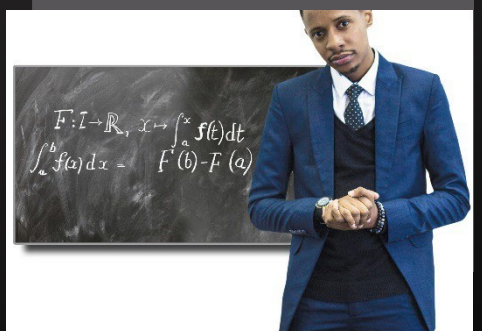


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Introduction

TPSP for Gifted and Talented Students

The Texas State Plan for the Education of Gifted/Talented Students requires districts to offer “a continuum of learning experiences that leads to the development of advanced-level products such as those provided through the Texas Performance Standards Project (TPSP).” The purpose of the Texas Performance Standards Project (TPSP) is to capture the high levels of academic performance of gifted/talented students through independent research aligned with the Texas Essential Knowledge and Skills (TEKS). Additional information about the TPSP may be found at www.texaspsp.org.

All identified Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Each task provides guided instruction and opportunities for independent research in multiple content areas. Although the TPSP/GT Project is a part of program services for gifted students, teachers may use the project to provide enriched academic opportunities for all students.

Requirements & Expectations

- All students in grades 1-8 are **required** to complete a TPSP.
- All students in grades 9-12 must be provided the opportunity to complete a TPSP by their campus. They are **not required** to complete a TPSP.
- **All students will choose their own TPSP.** Teachers **do not** assign the TPSP for students.
- Identifying facilitating teachers is a campus decision (Elementary is homeroom or content teacher; Secondary may vary).
- Most of the project should be completed at school (~85%).
- Identified students should be provided opportunities to work on TPSPs during intervention/enrichment blocks, advisory periods, or after demonstrating mastery in classroom content at the teacher's discretion.

Requirements & Expectations

- Students will choose and complete a TPSP aligned with their current grade level.
- Teachers will facilitate and document student progress (**to be monitored by administrators**).

Documentation Forms for each student:

1. Student Profile and Participation Agreement
2. Letter to Student
3. Letter to Parent/Guardian
4. Topic Submission
5. Research Plan/Proposal
6. Project Due Dates
7. Product Proposal
8. Assessment Rubric
9. Weekly Planners
10. Periodic Progress Checks
11. Primary Resource Form
12. Secondary Resource Form
13. Letter to Mentor (***HS only/if applicable**)
14. Mentor Guidelines (***HS only/if applicable**)

Group Sizes

- **Grades K-3:** Students may work in groups (maximum of 3)
- **Grades 4-8:** Students may work with a single partner
**Each student must contribute their own independent research to the project*
- **Grades 9-12:** Students will work independently

Primary (Grades K-2)

- Complete project over an extended period (minimum 6-9 weeks).
- Most of the research should be completed at school with teacher facilitation.
- Kindergarten projects begin in March.
- Allow at least 4 weeks for projects.

Intermediate (Grades 3-5)

- Complete project over an extended period (9-15 weeks).
- Most of the research will be completed at school with teacher facilitation.
- Partner projects must be provided the opportunity to complete the final product at school.

Middle School (Grades 6-8)

- Complete project over an extended period (9-15 weeks).
- Most of the research should be completed at school.

High School (Grades 9-12)

- Complete project over an extended period (9-15 weeks).
- Most of the research should be completed at school.

Calendar of Events for All Campuses

Summer 2023

- Complete mandatory TPSP professional development and review TPSP guide.

August 2023

- **Week of August 21** – All campuses introduce TPSP to identified Gifted and Talented students (e. g. can be done at open house, group presentations, classroom presentations, or a different way devised by the campus).
- Campuses send initial communication to students and parents/guardians in the form of the Student Profile and Participation Agreement (to be returned by September 8).

Calendar of Events for All Campuses

September 2023

- **Week of September 11** – Teachers provide Letter to Students, Letter to Parents, and Topic Submission forms to appropriate stakeholders.
- **Week of September 18** – Students explore TPSP options to identify their choice of TPSP to complete.
- **Week of September 25** – Students turn in Topic Submission forms for final teacher approval. Teachers distribute Research Plan/Proposals to students. Teachers review chosen TPSP and identify how to integrate into lesson planning.

October 2023

- **Week of October 9** – Teachers will begin to conference with students to review completed Research Plan/Proposals, complete Project Due Dates form (this will establish dates for beginning and finishing each individual project along with periodic progress checks), and introduce assessment rubrics.
- **October 20** – Conferences should be completed with all participating students and documentation folders established.
- **Week of October 23** – COGS set up shared monitoring system and teachers populate their students and TPSPs (indicate students that have chosen not to participate). ***Student work begins.***

GT Department will populate secondary campus students

Calendar of Events for All Campuses

October 23-February 23

- **Students will work on and complete TPSPs, submit Product Proposal forms, fill out weekly planners, complete primary and secondary resources sheets, periodically meet with teachers using previously scheduled progress checks, and follow dates established on Project Due Dates form.**

November 2023

- **November 1-10** – Campus COGS will lead meeting to establish a date in March for campus showcase, campus showcase format, and form an assessment committee of 3-6 members (GT teachers, administrators, counselors eligible for committees).
- **Week of November 13** – Share determined date, format, and assessment committee members with campus and GT department shared document (terry.white@fortbendisd.com).

February 2024

- **Week of February 5** – COGS create and distribute campus showcase advertisement to all stakeholders.
- **February 23** – Student work period for TPSP closes and they prepare presentation for campus showcase.

Calendar of Events for All Campuses

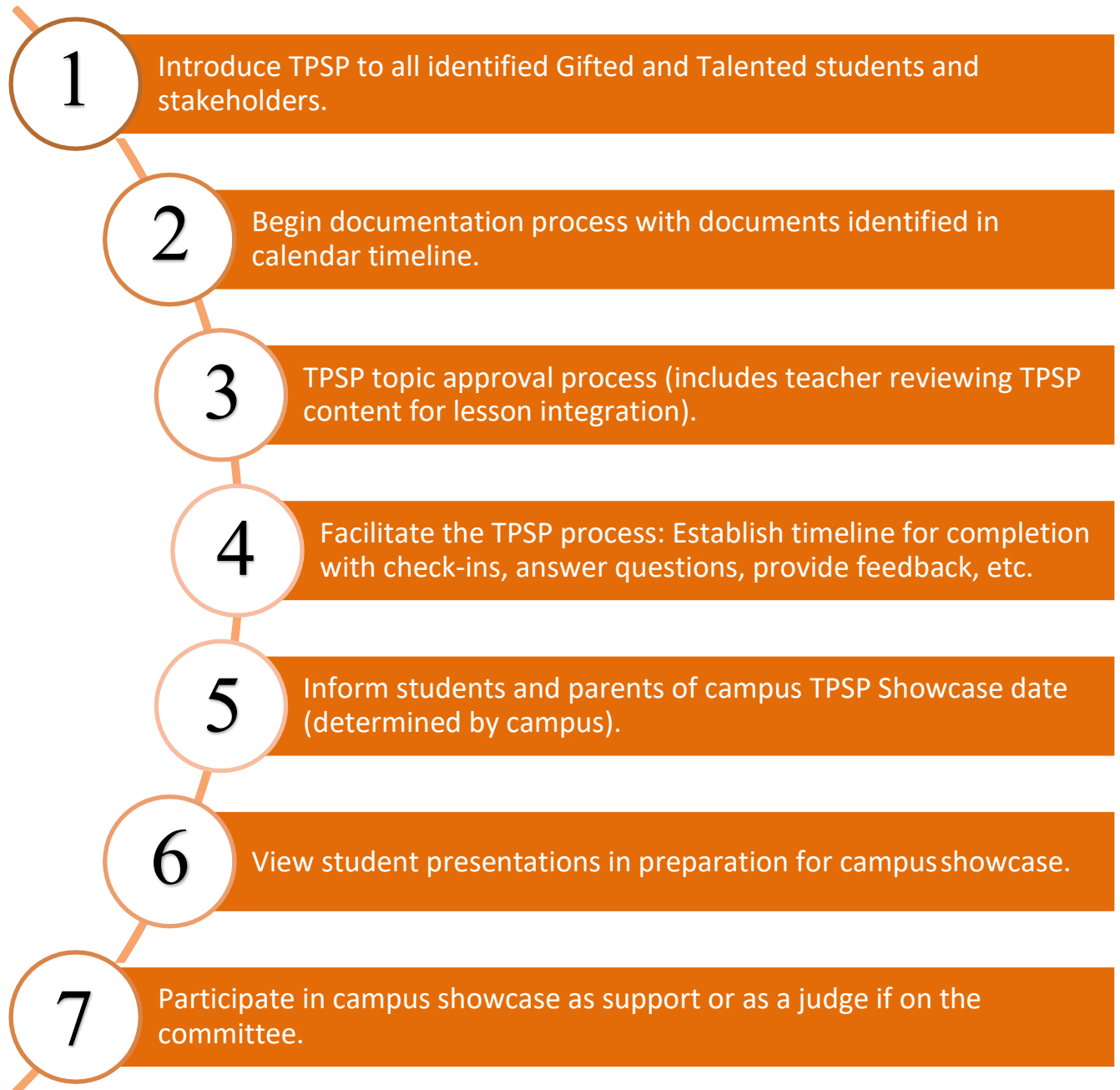
March 2024

- Campus showcases will be held to determine representatives for the district Gifted and Talented Showcase.
- By the end of March, report all campus representative names to the GT Department (terry.white@fortbendisd.com) on one form.

April 2024

- District Gifted and Talented Showcase will be held virtually through GT dedicated YouTube channel.

Steps for Facilitation



Campus Showcase Information

******All campus showcases will take place in March 2024******

- Students present to other classes - invite other classes to hear your students present their projects in class.
 - Campus project fair – invite the student body to hear students share projects in a format similar to science fair.
 - Campus GT Project Showcase – invite parent and school community to hear students share their projects.
1. Campus Showcase will determine FBISD Gifted and Talented Showcase representatives.
 2. Each campus committee formed by the COGS will use appropriate TPSP Assessment Rubrics to determine representatives.
 3. Campuses may submit a maximum of two representatives per grade level for the FBISD Gifted and Talented Showcase.

FBISD Gifted and Talented Showcase Information



April 2024

The FBISD Gifted and Talented Showcase will be held virtually through GT dedicated YouTube channel.

- Each campus can submit a maximum of two representatives per grade level.
- Campus representatives will be determined by the TPSP Assessment Committees created by each campus during campus Gifted and Talented Showcases.

COGS – Campus TPSP Contact

The Campus COGS will serve as the Gifted and Talented advocate and contact for their campus. They will support their campus GT teachers and provide support with any questions regarding the TPSP Guide. Their role also includes the following duties related to TPSP:

COGS Duty Timeline

August 2023 – February 2024

- Follow timeline calendar to facilitate TPSP for their campus.

October 2023

- Create, share, and populate monitoring system with your campus and GT Department (***GT Department will populate secondary campus students***).

November 2023

- Establish campus showcase date.
- Determine campus showcase format.
- Form TPSP assessment committee.
- Share all information regarding these decisions with the GT Department on shared document (terry.white@fortbendisd.com).

February 2024

- Create and distribute campus showcase advertisement to all stakeholders (e.g. – campus staff, administrators, students, parents, community, etc.).

March 2024

- Coordinate and run campus showcase.
- Report all campus representatives for the FBISD Gifted and Talented Showcase to Terry White(terry.white@fortbendisd.com) in one document.

April 2024

- Support the FBISD Gifted and Talented Showcase and update campus GT webpage with new years representatives.

*****Campus COGS can be found here: [COGS Search](#) *****

Administrators

Campus administrators (Principals, Associate Principals, Assistant Principals, and GT administrators) will serve as the Gifted and Talented advocates and monitor progress on their campuses.

Campus Administrator Roles

Administrators will support their campus GT teachers by ensuring the following:

- Timelines are followed.
- Monitoring system is in place.
- Documentation folders contain the correct documents.

Documentation Forms for each student:

1. Student Profile and Participation Agreement
2. Letter to Student
3. Letter to Parent/Guardian
4. Topic Submission
5. Research Plan/Proposal
6. Project Due Dates
7. Product Proposal
8. Assessment Rubric
9. Weekly Planners
10. Periodic Progress Checks
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12. Secondary Resource Form
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TPSP Options for Students

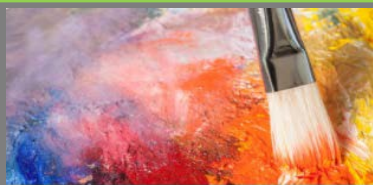
Kindergarten TPSP Options

Kindergarten TPSP Options

All Gifted and Talented students should be provided choice as to which TPSP(s) they would like to complete. Below is a blueprint of the options available for newly identified Kindergarten students. Click on any of the pictures to find more information about each of the projects.

March

- Kindergarten students should be provided a minimum of 3-4 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or in groups with a maximum of 3 students.



Do Your Part for Art!
Kindergarten, Interdisciplinary



Holiday Proposal
Kindergarten, Social Studies



Trend-spotting
Kindergarten, Mathematics



Weather to the Extreme
Kindergarten, Science



What Pet Should I Get?
Kindergarten, Science



Pursuit of Passion
Kindergarten, Grade 1, Grade 2, ELA & Reading

*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

Projects will be completed at school and facilitated by GT monitoring content teacher.

First Grade TPSP Options

First Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the first grade level. Click on any of the pictures to find more information about each of the projects.

- First grade students should be provided a minimum of 6-9 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or in groups with a maximum of 3 students.



Animal Nation



It's a Family Affair



Songwriter's Club



Stories and Telling through Time and Cultures



Taking Shape



Getting the Dirt on Soil: A Worm's-Eye View



Pursuit of Passion

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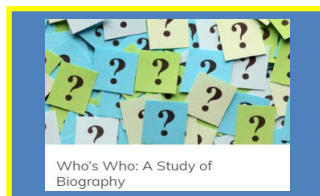
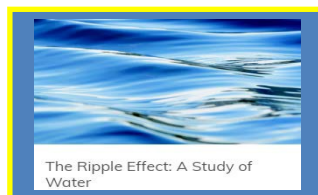
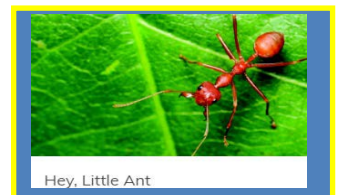
Projects will be completed at school and facilitated by GT monitoring content teacher.

Second Grade TPSP Options

Second Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the second grade level. Click on any of the pictures to find more information about each of the projects.

- Second grade students should be provided a minimum of 6-9 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or in groups with a maximum of 3 students.



*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

Projects will be completed at school and facilitated by GT monitoring content teacher.

Third Grade TPSP Options

Third Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the third grade level. Click on any of the pictures to find more information about each of the projects.

- Third grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or in groups with a maximum of 3 students.



Design a Garden



Wildlife Protection Program



How to Feed the Community



Building a Business—Games and Toys



Create a Health Club



Mathematics in Nature



News Show Production



Utopian Destination



Pursuit of Passion

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Projects will be completed at school and facilitated by GT monitoring content teacher.

Fourth Grade TPSP Options

Fourth Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the fourth grade level.

Click on any of the pictures to find more information about each of the projects.

- Fourth grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or with a single partner.



Bridges



Enigmas



Innovation Celebration



Math Around Town



The Gift of Age



We Are Texans



Pursuit of Passion

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Projects will be completed at school and facilitated by GT monitoring content teacher.

Fifth Grade TPSP Options

Fifth Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the fifth grade level. Click on any of the pictures to find more information about each of the projects.

- Fifth grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or with a single partner.



Energy Efficiency Exploration



Toys That Matter



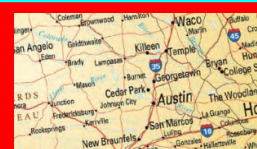
Story Quilt



Collectibles: Fad or Fortune



A World of Uncertainty



Texas Getaway



Designing Spaces



From Surviving to Thriving on Mars



Impacting Ecological Stability through Sustainability



Marketing Day



Puzzles, Teasers, and More



Pursuit of Passion

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Projects will be completed at school and facilitated by GT monitoring content teacher.

Sixth Grade TPSP Options

Sixth Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the sixth grade level. Click on any of the pictures to find more information about each of the projects.

- Sixth grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or with a single partner.



Instant Millionaire



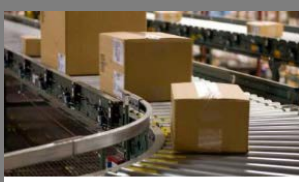
Everyone's a Winner: A Study of Conflict and Mediation



Culture Shock



Nutritionist for a Month



Products in Motion



Terrestrial Real Estate



Pursuit of Passion

*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

Projects will be completed at school and facilitated by GT monitoring content teacher.

Seventh Grade TPSP Options

Seventh Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the seventh grade level. Click on any of the pictures to find more information about each of the projects.

- Seventh grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or with a single partner.



Connecting Chains of Life



Game of Life™



Game On!



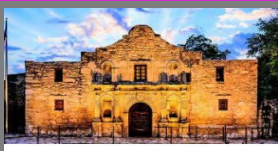
GM-OH



Lifestyles of the Fit and Famous



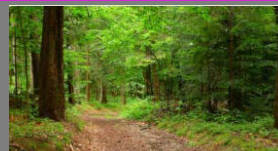
Live Long and Prosper...Texas Style



Looking at the Past with Eyes on the Future



Rites of Passage



Tell a Tale of a Trail



Stem Cells: The Ethical Dilemma



We Are the World



Pursuit of Passion

*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

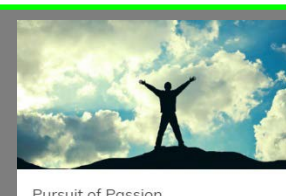
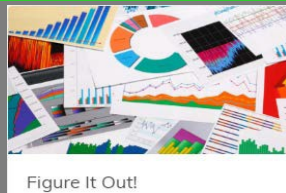
Projects will be completed at school and facilitated by GT monitoring content teacher.

Eighth Grade TPSP Options

Eighth Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the eighth grade level. Click on any of the pictures to find more information about each of the projects.

- Eighth grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students may work individually or with a single partner.



*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

Projects will be completed at school and facilitated by GT monitoring content teacher.

Ninth Grade TPSP Options

Ninth Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the ninth grade level. Click on any of the pictures to find more information about each of the projects.

- Ninth grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students will work individually.



Bullying Awareness



In the Community: A Study of Culture



Fueling Your Body



So, You Have Issues—Now What?: Policy Explorations



Pursuit of Passion

*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

Projects will be completed at school and facilitated by GT monitoring content teacher.

Tenth Grade TPSP Options

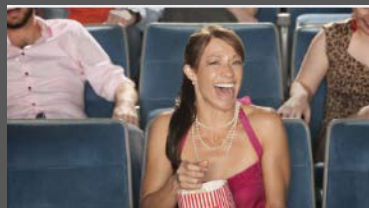
Tenth Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the tenth grade level. Click on any of the pictures to find more information about each of the projects.

- Tenth grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students will work individually.



My Own Mixtape: Analyzing the Role of Self and Society



The Comedic Lens



Financing the Future



Super Food



Pursuit of Passion

*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

Projects will be completed at school and facilitated by GT monitoring content teacher.

Eleventh Grade TPSP Options

Eleventh Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the eleventh grade level.

Click on any of the pictures to find more information about each of the projects.

- Eleventh grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students will work individually.



For Real



We've Got a Problem



What's the Diagnosis?



At Any Price: The Cost of Electronic Waste



Candidate Z in 2016
High School, Social Studies



Pursuit of Passion

*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

Projects will be completed at school and facilitated by GT monitoring content teacher.

Twelfth Grade TPSP Options

Twelfth Grade TPSP Options

All Gifted and Talented students must have choice of which TPSP(s) they would like to complete. Below is a blueprint of the options available at the twelfth grade level. Click on any of the pictures to find more information about each of the projects.

- Twelfth grade students should be provided a minimum of 9-15 weeks to complete projects.
- Most of the work needs to be completed at school.
- Students will work individually.



Understanding the Political Influence of Film



Traffic Jam



Citius, Altius, Fortius



Just Breathe: Global Trends and the Impact on Air Quality



Local History Alive



Pursuit of Passion

*Please share an electronic copy with all GT parents/guardians and link the form in Schoology for student access.

Projects will be completed at school and facilitated by GT monitoring content teacher.

Grades K-2 Documentation

Click on the document name to go this page in this manual.

Document Name	Description of Use
Student Profile and Participation Agreement	Use this form to collect basic student information and to document student and parent agreement.
Letter to Students	Use this letter to outline an overview of TPSP, detail the support students can expect, timelines, and assessment information.
Letter to Parents/Guardians	Use this letter to outline an overview of TPSP, detail the school supports for the student, timelines, assessment information, and the parent/guardian role in the project.
Topic Submission and Approval	Use this form for students to identify their chosen project, provide justification for their choices, and identify supports.
Research Plan/Proposal	Use this form to facilitate the creation of a research plan and identify potential resources for students. *Job Aide included*
Project Due Dates for Students	Use this form to establish and document dates for project milestones and completion.
Product Proposal	Use this form to facilitate the creation of a plan to identify and create a product.
Primary Grade Level TPSP Assessment Rubric	Use this rubric to evaluate student performance on their selected task.
Periodic Progress Check	Use this form to document student progress at previously identified dates.
Weekly Planner	Students can use this form to identify daily and weekly goals related to their project.
Primary Resource Process Sheet	Students can use this form to document their learning from a primary resource.
Secondary Resource Process Sheet	Students can use this form to document their learning from a secondary resource.

Student Profile and Participation Agreement

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Student Profile and Participation Agreement

Name: _____

School: _____ Grade: _____

Home Address: _____

City: _____ Zip Code: _____

Student I.D. Number: _____

Ethnicity (Circle one): African American Hispanic White Other

Gender (Circle one): Male Female

Course enrolled in as a participant: _____

For students:

I am aware of the requirements for the Texas Performance Standards Project. I agree to full participation. I understand that written materials I submit will not be returned to me, so I should keep copies of everything submitted. I also understand that my project may be used for future training; if so, every effort will be made to disguise my identity.

Student signature: _____ Date: _____

For parents/guardians:

I am aware of the requirements for the Texas Performance Standards Project. I approve of my child's participation. I understand that written materials my child submits will not be returned, so he/she should keep copies of everything submitted. I also understand that my child's project may be used for future training; if so, every effort will be made to disguise his/her identity.

Parent/Guardian signature: _____ Date: _____

Printed name: _____

Please return to your teacher.

The TPSP was originally developed as a pilot targeting grades, 4, 8, and exit level. Most materials have been revised to address Primary, Intermediate, Middle School, and High School/Exit grade levels, however, users may find occasional references to the pilot grades.

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Sample Student Letter

Dear Student:

Thank you for participating in the Texas Performance Standards Project! You will have the opportunity to explore one of your areas of interest in depth. If you are interested in science, you will conduct studies much as a laboratory scientist would do. If you would like to be a published poet, you might like to focus on taking a poem from conception to publication. Many students graduate from high school, and even college, without these valuable experiences.

You will be given a structure for your participation, but it will be up to you to identify an important question that is of interest to you to explore. Your project should reflect professional quality work in at least one of the following areas: English language arts and reading, mathematics, science, and/or social studies.

Projects

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content-area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of your comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of your learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, you will submit a **process record** that documents your learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow your learning throughout the project.

You will summarize the project in a formal **abstract**.

You will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience. I may have additional requirements.

The TPSP was originally developed as a pilot targeting grades, 4, 8, and exit level. Most materials have been revised to address Primary, Intermediate, Middle School, and High School/Exit grade levels, however, users may find occasional references to the pilot grades.

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Though page and time limits are not specified, the length of the product, abstract, process record, and public presentation should be sufficient to convey the information without being superfluous and thorough enough to communicate your message.

Support

You will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding you through the project is your **teacher**.
- A person with content expertise in your area of study and who works closely with you on the project will be your **mentor**.
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help you locate resources and provide additional support as needed.

Timelines

You, your mentor, and I will establish interim timelines for the project and a final completion date. It is your responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, you must show evidence of timely progress. If you repeatedly and substantively fail to meet agreed-upon timelines, you may be withdrawn from the project.

Project Assessment

A scoring guide will be applied to your final product. You should become very familiar with it and use it to assess your progress throughout the project. You, your mentor, and I will meet regularly to assess progress, revise plans, and provide feedback, based on the assessment rubric.

Please complete the profile, sign it, have your parent or guardian sign it, and return it to me. I look forward to working with you as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Your Teacher
|



Sample Parent/Guardian Letter

Dear Parent/Guardian:

Your son/daughter has been selected to participate in the Texas Performance Standards Project! By participating in this project, he/she will have the opportunity to explore an area of academic interest in depth. Many students graduate from high school, and even college, without a professional experience of this type. For example, a student who is interested in science will have the opportunity to conduct a study comparable to that of a laboratory scientist. A student who would like to be a published author will focus on taking a piece of writing from conception to publication.

The program will give students a structure, but it will be up to them to identify an important question to explore in at least one of the following areas: English language arts and reading, mathematics, science, and social studies.

Projects

Students who are chosen to participate in this project may already be working on projects for another purpose. For example, a project may be developed to fulfill the requirement of an advanced measure of the Distinguished Achievement Program. Additionally, a project may be part of an Independent Study course or a class requirement. Each student and teacher should determine the best use(s) for his/her project. Whatever the ultimate use of the project, this section describes student projects that will be evaluated as part of this assessment system.

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content-area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of the student's comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of the learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, the student will submit a **process record** that documents learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor

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meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow the student's learning throughout the project.

The student will summarize the project in a formal **abstract**.

The student will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience.

Support from the School

The student will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding each student through the project is the **teacher**.
- A person with content expertise in the area of study of your child's project and who works closely on guiding the project will be the **mentor**.
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help locate resources and provide other support as needed.

Timelines

The student, teacher, and mentor will establish interim timelines for the project and a final completion date. It is the student's responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, students must show evidence of timely progress. If they repeatedly and substantively fail to meet agreed-upon timelines, the teacher, in consultation with the mentor, may withdraw students from the project.

Project Assessment

A scoring guide will be applied to the final product. You may wish to become familiar with it and help your son or daughter use it to assess his or her progress throughout the project. Along with the teacher and mentor, your son or daughter will regularly assess progress and revise plans, based on the scoring guide.

Parent/Guardian Roles

Because this project represents a significant amount of work on the part of your child, we ask that you be involved in the following ways.

- Help your child make a quality decision on a topic of study and a possible mentor.
- Check in with him or her frequently to see how the project is going and if extra encouragement may be needed to meet interim due dates.

Please sign the student profile in your child's manual to signify your approval of his/her participation in this project. I look forward to working with you and learning from you and your daughter or son as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Project Teacher

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Topic Submission and Approval

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Topic Submission and Approval

Student name: _____

Discipline(s) encompassed by topic:

_____ English language arts and reading

_____ Mathematics

_____ Science

_____ Social studies

_____ Other

Topic or question to be explored:

Reasons for selecting this topic:

Resources (facilities, people, literature, software) I will need to develop proposal:

Student Signature: _____ Date: _____

_____ Approved _____ Not approved

Teacher Signature: _____ Date: _____

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Research Plan/Proposal Completion Job Aide

1. Access the form from the TPSP Guide or the [TPSP Webpage](#).
2. Schedule a meeting time with your student to go over the document and fill out top section as much as possible before meeting:

Research Plan/Proposal

Originator's Name:

School:

Teacher's Name:

Company/Affiliation:

Area of Study:

Scope of Proposed Work:

General areas of study that area closely related to your topic (check all that apply):

☐ Language arts

☐ Science

☐ Computer science

☐ Social studies

☐ Art

☐ Business/accounting

☐ Mathematics

☐ Music

☐ Personal/social development

☐ Other _____

3. Begin meeting by having student complete the Reasons for selecting section:

Reasons for selecting this topic:

- 1.
- 2.
- 3.

4. Together with student, identify and complete the Resources section:

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

5. Facilitate a discussion with student to identify the knowledge/skills necessary to complete their project and anything that may limit their project:

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Available resources | <input type="checkbox"/> Age restrictions | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Interest/commitment | <input type="checkbox"/> Parental approval | <input type="checkbox"/> Time limits |
| <input type="checkbox"/> Complexity | <input type="checkbox"/> Transportation | |

6. Have student and teacher sign completed form, then send home for parent signature to be added:

Student Signature

Teacher Signature

Parent Signature

7. Add returned form to documentation folder.

Research Plan/Proposal

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Research Plan/Proposal

Originator's Name:

School:

Teacher's Name:

Company/Affiliation:

Area of Study:

Scope of Proposed Work:

General areas of study that are closely related to your topic (check all that apply):

- | | | |
|--|--------------------------------------|--|
| <input type="checkbox"/> Language arts | <input type="checkbox"/> Science | <input type="checkbox"/> Computer science |
| <input type="checkbox"/> Social studies | <input type="checkbox"/> Art | <input type="checkbox"/> Business/accounting |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Personal/social development | <input type="checkbox"/> Other _____ | |

Reasons for selecting this topic:

- 1.
- 2.
- 3.

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Available resources | <input type="checkbox"/> Age restrictions | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Interest/commitment | <input type="checkbox"/> Parental approval | <input type="checkbox"/> Time limits |
| <input type="checkbox"/> Complexity | <input type="checkbox"/> Transportation | |

Student Signature

Teacher Signature

Parent Signature

Recommendation:

- | | |
|--|---|
| <input type="checkbox"/> Broaden/narrow topic | <input type="checkbox"/> Change the emphasis |
| <input type="checkbox"/> Switch to a related topic | <input type="checkbox"/> Select a different topic |

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Project Due Dates for Students

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Project Due Dates for Students

Major Tasks	Target Date	Completion Date
Complete Student Profile		
Select topic		
Identify mentor (if applicable)		
Submit proposal		
Identify and obtain resources necessary for project completion		
Schedule and participate in Periodic Progress Check #1		
Schedule and participate in Periodic Progress Check #2		
Schedule and participate in Periodic Progress Check #3		
Schedule and participate in Periodic Progress Check #4		
Complete Request to Schedule Judging		
Issue invitations to audience for public presentation		
Submit all written products for scoring		
Prepare a program for the audience		
Conduct public presentation and get feedback from audience		
Include self-assessment of presentation in your reflective journal		

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Product Proposal

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Product Proposal

Brainstorm your final product with your teacher and your family and then answer the questions below. Your proposal is not binding; however, be as accurate as possible at this time. **Write the timeline on the back.**

Describe your product in detail. Use the back of this page for more space.

With whom do you plan to share your product at the end of this investigation, and who will evaluate your work?

Reasons you selected this product:

- 1.
- 2.

Complete the following checklist as you review your proposal:

- ☐ 1. Your product has application to the real world.
- ☐ 2. Your project solves a problem.
- ☐ 3. It provides new information.
- ☐ 4. It reflects a diversity of research resources.
- ☐ 5. You will be able to complete it within the time limits.
- ☐ 6. It provides a useful tool.
- ☐ 7. It appeals to the interests of an audience.
- ☐ 8. You have access to the materials necessary to complete it.
- ☐ 9. The costs of materials are within your budget.
- ☐ 10. It reflects complexity of research and exhibits the suitable level of difficulty for a nine-month study.
- ☐ 11. It has a concrete format.
- ☐ 12. Your product idea is creative.

List all the materials you need to complete your product.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Total estimated cost of product: _____

Student Signature

Parent Signature

Teacher Signature

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Primary Grade Level TPSP Assessment Rubric Overview



The Primary Grade Level TPSP Assessment Rubric is divided into two sections: *1) Developing and Implementing a Research Plan: The Research Process* and *2) Presentation of Learning: Product and Communication*. Students and teachers should use the Primary Grade Level TPSP Assessment Rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert	Practitioner	Apprentice	Novice
I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN				
A. Development of Questions	Develops, refines and clarifies sophisticated, open-ended questions about a topic that involves the student and the world around him <input type="checkbox"/>	Develops open-ended, clear questions about a topic that involves the student and the world around him <input type="checkbox"/>	Develops factual questions about the topic <input type="checkbox"/>	Develops unfocused questions about the topic <input type="checkbox"/>
B. Sources of Information	Uses a variety of relevant resources in various formats that span multiple perspectives and deal with advanced content to address the research question(s) <input type="checkbox"/>	Uses a variety of relevant resources in various formats to address research question(s) <input type="checkbox"/>	Uses a few relevant resources in one or two formats to address the research question(s) <input type="checkbox"/>	Uses few relevant resources to address the research question(s)/topic <input type="checkbox"/>
C. Collection of Data	Uses the tools and techniques of the discipline to gather and record data and to answer research question(s) from multiple perspectives <input type="checkbox"/>	Uses a variety of tools and techniques to gather and record data and to answer research question(s) <input type="checkbox"/>	Gathers and records information that relates to the research question(s) <input type="checkbox"/>	Gathers and records information about the research question(s)/topic <input type="checkbox"/>
D. Analysis and Interpretation of Data	Makes connections across time, locations, cultures, and disciplines while applying critical thinking skills to organize and use information <input type="checkbox"/>	Makes connections while applying critical thinking skills to organize and use information <input type="checkbox"/>	Organizes and records factual data related to the topic <input type="checkbox"/>	Records factual data related to the topic <input type="checkbox"/>



CATEGORY	Expert	Practitioner	Apprentice	Novice
II. PRESENTATION OF LEARNING				
A. Product	Creates a product that includes the purpose of the research and thorough data analysis supported by relevant details using one or more formats appropriate for the discipline <input type="checkbox"/>	Creates a product that includes the purpose of the research and a data analysis supported by relevant details <input type="checkbox"/>	Creates a product that reflects the purpose of the research with inconsistent data analysis <input type="checkbox"/>	Creates a product that inconsistently shows evidence of student planning, reasoning, and/or data analysis <input type="checkbox"/>
B. Communication	Uses the language of the discipline to convey learning and relate it to everyday situations while addressing an audience <input type="checkbox"/>	Uses a variety of language to convey the observations and understandings of the topic <input type="checkbox"/>	Conveys facts and findings <input type="checkbox"/>	Conveys facts and findings in an inconsistent manner <input type="checkbox"/>

Periodic Progress Check

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Periodic Progress Check

Student Name:

Date of meeting:

In attendance:

1. What have you accomplished since the last progress check?
2. Review the assessment rubric. Which descriptions best describe your project to date? Why?
3. What strengths were noted in this meeting?
4. What areas were targeted for improvement?
5. What are your next steps?
6. Do you need any special assistance to accomplish those steps? If so, what kind and from whom?

Other notes:

Participant signatures:

Student

Teacher

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Weekly Planner

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Weekly Planner

Date: _____

Week's Goal(s): (Make sure you complete these goals this week.)

Monday:

(To be completed the week after you set the goals written above.)

1. Which of the goals written above did you accomplish?

Tuesday:

Wednesday:

Thursday:

2. If you did not accomplish all of your goals, what prevented you from this?

Friday:

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Primary Resource Process Sheet

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Primary Resource Process Sheet

Student name:

Date submitted:

Subject of Primary Resource:

Type of Primary Resource (e.g., interview, book, memoir, letters, speech, photograph, audio or video recordings, public opinion poll):

Verifying signature: _____ (parent, teacher)

Summary description of primary resource:

Question(s) I want to ask my teacher about this primary resource:

Evaluation: Why is this source important to your study? Check all that apply.

- ☐ Improved my knowledge base
- ☐ Led me to other key areas in my topic to research
- ☐ Will be helpful in choosing colleges and/or further courses to study
- ☐ Focused me on an area that I want to discuss with my teacher
- ☐ Will be used as a basis for product development
- ☐ Will be a topic of one of my future speeches
- ☐ Other

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Secondary Resource Process Sheet

Texas Performance Standards Project

PRIMARY GRADE LEVEL (K-2)

Secondary Resource Process Sheet

Student name:

Date submitted:

Type of resource: (check one)

- ☐ Book ☐ Pamphlet/Brochure
☐ Magazine ☐ TV
☐ CBT (computer-based training)
☐ Movie ☐ Other:

Bibliographical information:

Author(s):
Title:
Year: Pages:
Publisher:
Internet address:

Summary of resource:

Question(s) I want to ask my teacher about this resource:

Resolution of these questions—Did you discuss this with your teacher?

Evaluation: Why is this source important to your study? Check all that apply.

- ☐ Improved my knowledge base
☐ Led me to other key areas in my topic to research
☐ Will be helpful in choosing colleges and/or further courses to study
☐ Focused me on an area that I want to discuss with my teacher
☐ Will be used as a basis for product development
☐ Will be a topic of one of my future speeches
☐ Other:

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Grades 3-5 Documentation

Click on the document name to go this page in this manual.

Document Name	Description of Use
Student Profile and Participation Agreement	Use this form to collect basic student information and to document student and parent agreement.
Letter to Students	Use this letter to outline an overview of TPSP, detail the support students can expect, timelines, and assessment information.
Letter to Parents/Guardians	Use this letter to outline an overview of TPSP, detail the school supports for the student, timelines, assessment information, and the parent/guardian role in the project.
Topic Submission and Approval	Use this form for students to identify their chosen project, provide justification for their choices, and identify supports.
Research Plan/Proposal	Use this form to facilitate the creation of a research plan and identify potential resources for students. *Job Aide included*
Project Due Dates for Students	Use this form to establish and document dates for project milestones and completion.
Product Proposal	Use this form to facilitate the creation of a plan to identify and create a product.
Intermediate TPSP Assessment Rubric	Use this rubric to evaluate student performance on their selected task.
Periodic Progress Check	Use this form to document student progress at previously identified dates.
Weekly Planner	Students can use this form to identify daily and weekly goals related to their project.
Primary Resource Process Sheet	Students can use this form to document their learning from a primary resource.
Secondary Resource Process Sheet	Students can use this form to document their learning from a secondary resource.

Student Profile and Participation Agreement

Texas Performance Standards Project

INTERMEDIATE GRADE LEVEL (3-5)

Student Profile and Participation Agreement

Name: _____

School: _____ Grade: _____

Home Address: _____

City: _____ Zip Code: _____

Student I.D. Number: _____

Ethnicity (Circle one): African American Hispanic White Other

Gender (Circle one): Male Female

Course enrolled in as a participant: _____

For students:

I am aware of the requirements for the Texas Performance Standards Project. I agree to full participation. I understand that written materials I submit will not be returned to me, so I should keep copies of everything submitted. I also understand that my project may be used for future training; if so, every effort will be made to disguise my identity.

Student signature: _____ Date: _____

For parents/guardians:

I am aware of the requirements for the Texas Performance Standards Project. I approve of my child's participation. I understand that written materials my child submits will not be returned, so he/she should keep copies of everything submitted. I also understand that my child's project may be used for future training; if so, every effort will be made to disguise his/her identity.

Parent/Guardian signature: _____ Date: _____

Printed name: _____

Please return to your teacher.

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Sample Student Letter

Dear Student:

Thank you for participating in the Texas Performance Standards Project! You will have the opportunity to explore one of your areas of interest in depth. If you are interested in science, you will conduct studies much as a laboratory scientist would do. If you would like to be a published poet, you might like to focus on taking a poem from conception to publication. Many students graduate from high school, and even college, without these valuable experiences.

You will be given a structure for your participation, but it will be up to you to identify an important question that is of interest to you to explore. Your project should reflect professional quality work in at least one of the following areas: English language arts and reading, mathematics, science, and/or social studies.

Projects

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content-area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of your comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of your learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, you will submit a **process record** that documents your learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow your learning throughout the project.

You will summarize the project in a formal **abstract**.

You will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience. I may have additional requirements.

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Though page and time limits are not specified, the length of the product, abstract, process record, and public presentation should be sufficient to convey the information without being superfluous and thorough enough to communicate your message.

Support

You will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding you through the project is your **teacher**.
- A person with content expertise in your area of study and who works closely with you on the project will be your **mentor**.
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help you locate resources and provide additional support as needed.

Timelines

You, your mentor, and I will establish interim timelines for the project and a final completion date. It is your responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, you must show evidence of timely progress. If you repeatedly and substantively fail to meet agreed-upon timelines, you may be withdrawn from the project.

Project Assessment

A scoring guide will be applied to your final product. You should become very familiar with it and use it to assess your progress throughout the project. You, your mentor, and I will meet regularly to assess progress, revise plans, and provide feedback, based on the assessment rubric.

Please complete the profile, sign it, have your parent or guardian sign it, and return it to me. I look forward to working with you as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Your Teacher

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Sample Parent/Guardian Letter

Dear Parent/Guardian:

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Projects

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meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow the student's learning throughout the project.

The student will summarize the project in a formal **abstract**.

The student will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience.

Support from the School

The student will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding each student through the project is the **teacher**.
- A person with content expertise in the area of study of your child's project and who works closely on guiding the project will be the **mentor**.
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help locate resources and provide other support as needed.

Timelines

The student, teacher, and mentor will establish interim timelines for the project and a final completion date. It is the student's responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, students must show evidence of timely progress. If they repeatedly and substantively fail to meet agreed-upon timelines, the teacher, in consultation with the mentor, may withdraw students from the project.

Project Assessment

A scoring guide will be applied to the final product. You may wish to become familiar with it and help your son or daughter use it to assess his or her progress throughout the project. Along with the teacher and mentor, your son or daughter will regularly assess progress and revise plans, based on the scoring guide.

Parent/Guardian Roles

Because this project represents a significant amount of work on the part of your child, we ask that you be involved in the following ways.

- Help your child make a quality decision on a topic of study and a possible mentor.
- Check in with him or her frequently to see how the project is going and if extra encouragement may be needed to meet interim due dates.

Please sign the student profile in your child's manual to signify your approval of his/her participation in this project. I look forward to working with you and learning from you and your daughter or son as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Project Teacher

The TPSP was originally developed as a pilot targeting grades, 4, 8, and exit level. Most materials have been revised to address Primary, Intermediate, Middle School, and High School/Exit grade levels, however, users may find occasional references to the pilot grades.

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Topic Submission and Approval

Texas Performance Standards Project

INTERMEDIATE GRADE LEVEL (3-5)

Topic Submission and Approval

Student name: _____

Discipline(s) encompassed by topic:

_____ English language arts and reading

_____ Mathematics

_____ Science

_____ Social studies

_____ Other

Topic or question to be explored:

Reasons for selecting this topic:

Resources (facilities, people, literature, software) I will need to develop proposal:

Student Signature: _____ Date: _____

_____ Approved _____ Not approved

Teacher Signature: _____ Date: _____

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Research Plan/Proposal Completion Job Aide

1. Access the form from the TPSP Guide or the [TPSP Webpage](#).
2. Schedule a meeting time with your student to go over the document and fill out top section as much as possible before meeting:

Research Plan/Proposal

Originator's Name:

School:

Teacher's Name:

Company/Affiliation:

Area of Study:

Scope of Proposed Work:

General areas of study that area closely related to your topic (check all that apply):

☐ Language arts

☐ Science

☐ Computer science

☐ Social studies

☐ Art

☐ Business/accounting

☐ Mathematics

☐ Music

☐ Personal/social development

☐ Other _____

3. Begin meeting by having student complete the Reasons for selecting section:

Reasons for selecting this topic:

- 1.
- 2.
- 3.

4. Together with student, identify and complete the Resources section:

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

5. Facilitate a discussion with student to identify the knowledge/skills necessary to complete their project and anything that may limit their project:

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Available resources | <input type="checkbox"/> Age restrictions | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Interest/commitment | <input type="checkbox"/> Parental approval | <input type="checkbox"/> Time limits |
| <input type="checkbox"/> Complexity | <input type="checkbox"/> Transportation | |

6. Have student and teacher sign completed form, then send home for parent signature to be added:

Student Signature

Teacher Signature

Parent Signature

7. Add returned form to documentation folder.

Research Plan/Proposal

Texas Performance Standards Project

INTERMEDIATE GRADE LEVEL (3-5)

Research Plan/Proposal

Originator's Name:

School:

Teacher's Name:

Company/Affiliation:

Area of Study:

Scope of Proposed Work:

General areas of study that are closely related to your topic (check all that apply):

- | | | |
|--|--------------------------------------|--|
| <input type="checkbox"/> Language arts | <input type="checkbox"/> Science | <input type="checkbox"/> Computer science |
| <input type="checkbox"/> Social studies | <input type="checkbox"/> Art | <input type="checkbox"/> Business/accounting |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Personal/social development | <input type="checkbox"/> Other _____ | |

Reasons for selecting this topic:

- 1.
- 2.
- 3.

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Available resources | <input type="checkbox"/> Age restrictions | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Interest/commitment | <input type="checkbox"/> Parental approval | <input type="checkbox"/> Time limits |
| <input type="checkbox"/> Complexity | <input type="checkbox"/> Transportation | |

Student Signature

Teacher Signature

Parent Signature

Recommendation:

- | | |
|--|---|
| <input type="checkbox"/> Broaden/narrow topic | <input type="checkbox"/> Change the emphasis |
| <input type="checkbox"/> Switch to a related topic | <input type="checkbox"/> Select a different topic |

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Project Due Dates for Students

Texas Performance Standards Project

INTERMEDIATE GRADE LEVEL (3-5)

Project Due Dates for Students

Major Tasks	Target Date	Completion Date
Complete Student Profile		
Select topic		
Identify mentor (if applicable)		
Submit proposal		
Identify and obtain resources necessary for project completion		
Schedule and participate in Periodic Progress Check #1		
Schedule and participate in Periodic Progress Check #2		
Schedule and participate in Periodic Progress Check #3		
Schedule and participate in Periodic Progress Check #4		
Complete Request to Schedule Judging		
Issue invitations to audience for public presentation		
Submit all written products for scoring		
Prepare a program for the audience		
Conduct public presentation and get feedback from audience		
Include self-assessment of presentation in your reflective journal		

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Product Proposal

Product Proposal

Brainstorm your final product with your teacher and your family and then answer the questions below. Your proposal is not binding; however, be as accurate as possible at this time. **Write the timeline on the back.**

Describe your product in detail. Use the back of this page for more space.

With whom do you plan to share your product at the end of this investigation, and who will evaluate your work?

Reasons you selected this product:

- 1.
- 2.

Complete the following checklist as you review your proposal:

- ☐ 1. Your product has application to the real world.
- ☐ 2. Your project solves a problem.
- ☐ 3. It provides new information.
- ☐ 4. It reflects a diversity of research resources.
- ☐ 5. You will be able to complete it within the time limits.
- ☐ 6. It provides a useful tool.
- ☐ 7. It appeals to the interests of an audience.
- ☐ 8. You have access to the materials necessary to complete it.
- ☐ 9. The costs of materials are within your budget.
- ☐ 10. It reflects complexity of research and exhibits the suitable level of difficulty for a nine-month study.
- ☐ 11. It has a concrete format.
- ☐ 12. Your product idea is creative.

List all the materials you need to complete your product.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Total estimated cost of product: _____

Student Signature

Parent Signature

Teacher Signature

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Intermediate TPSP Assessment Rubric Overview



The Intermediate TPSP Assessment Rubric is divided into two sections: *1) Developing and Implementing a Research Plan: The Research Process* and *2) Presentation of Learning: Product and Communication*. Students and teachers should use the Intermediate TPSP Assessment Rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

The TPSP was originally developed as a pilot targeting grades, 4, 8, and exit level. Most materials have been revised to address Primary, Intermediate, Middle School, and High School/Exit grade levels, however, users may find occasional references to the pilot grades.

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN: RESEARCH PROCESS				
A. Development of Questions	<input type="checkbox"/> Develops, refines, and clarifies provocative, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be extended to variety of new contexts	<input type="checkbox"/> Develops, refines, and clarifies relevant, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be applied to understanding the world around him/her	<input type="checkbox"/> Develops, refines, and clarifies general, open-ended questions about topic/problem(s), such that knowledge/skills of discipline can be related to personal experiences encountered in everyday life	<input type="checkbox"/> Fails to ask original, focused questions about topics or problem(s), such that few connections between knowledge/skills of discipline and everyday life are made
B. Research Methodology	<input type="checkbox"/> Follows discipline-based research plan or model, and demonstrates understanding of how professional or practitioner in discipline would work	<input type="checkbox"/> Follows discipline-based research plan or model	<input type="checkbox"/> Attempts to follow discipline-based research plan or model	<input type="checkbox"/> Inconsistently follows discipline based research plan or model
C. Sources of Information	<input type="checkbox"/> Uses advanced processes to access full range of relevant sources in various formats	<input type="checkbox"/> Uses standard processes to access full range of relevant sources in various formats	<input type="checkbox"/> Uses basic processes to access some sources in limited formats	<input type="checkbox"/> Inconsistently or inadequately accesses relevant data

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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Feedback regarding this document may be sent to Curriculum@tea.state.tx.us for review.

CATEGORY	Expert*	Practitioner	Apprentice	Novice
D. Collection of Data	<input type="checkbox"/> Selects discipline-specific tools/techniques to gather, record, organize, and document data	<input type="checkbox"/> Uses limited number of discipline-specific tools/techniques to gather, record, organize, and document data	<input type="checkbox"/> Uses generic research tools/techniques to gather, record, organize, and document data without creating awareness of available tools/techniques	<input type="checkbox"/> Inconsistently or inadequately uses research tools/techniques to gather, record, organize, and document data, frequently missing pertinent data
E. Analysis and Interpretation of Data	<input type="checkbox"/> Uses advanced processes to mine data for connections across time, location, cultures, and disciplines; evaluate the relevance, reliability, and validity of information; and grapple with ambiguous or conflicting data	<input type="checkbox"/> Uses standard processes to examine data for some connections across time, location, cultures, and disciplines and is receptive to ambiguous or conflicting data	<input type="checkbox"/> Uses basic processes to analyze data for a few connections across time, location, cultures, and disciplines and is confused when faced with ambiguous or conflicting data	<input type="checkbox"/> Inconsistently or inadequately analyzes data and/or often demonstrates misunderstanding or misconceptions about content
F. Multiple Perspectives	<input type="checkbox"/> Demonstrates an acceptance of others' rights to their perspectives; and may reevaluate his/her viewpoint in light of others' thinking	<input type="checkbox"/> Demonstrates an acceptance of others' rights to their perspectives while maintaining his/her viewpoint	<input type="checkbox"/> Minimally considers others' perspectives in relation to his/her viewpoint	<input type="checkbox"/> Considers a situation from only one viewpoint

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
II. PRESENTATION OF LEARNING: PRODUCT AND COMMUNICATION				
A. Organization	<input type="checkbox"/> Develops organized, sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops generally organized, basically sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops partially organized product that evidences some planning, but may lack consistent reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops product that lacks organization and evidences little planning, reasoning, clarity of expression, and/or support of assertions with relevant details
B. Depth of Understanding	<input type="checkbox"/> Notes several significant connections, patterns, and trends when presented with new information; identifies relationships among them; and displays well-beyond-grade-level understanding of underlying themes/principles of discipline	<input type="checkbox"/> Notes some connections, patterns, and trends when presented with new information; identifies at least one relationship among them, and displays on or beyond grade level understanding of underlying themes/principles of discipline	<input type="checkbox"/> Notes a few minor or misidentified connections, patterns, and trends when presented with new information, and displays minimal grade level understanding of underlying themes/principles of discipline	<input type="checkbox"/> Misses connections, patterns, and trends when presented with new information, and displays below grade level understanding of underlying themes/principles of discipline
C. Impact	<input type="checkbox"/> Extends knowledge/skills of discipline to understand variety of new contexts; and generates unique, plausible solutions to answer questions or solve problems	<input type="checkbox"/> Applies knowledge/skills of discipline to understand world around him/her; and generates creative, workable solutions to answer questions and solve problems	<input type="checkbox"/> Relates knowledge/skills of discipline to personal experiences in everyday life; and generates routine, workable solutions to answer questions and solve problems	<input type="checkbox"/> Makes few connections between knowledge/skills of discipline and everyday life; and generates unworkable or implausible solutions to answer questions and solve problems

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
D. Delivery	<input type="checkbox"/> Uses highly effective communication techniques, including data to support assertions; clear, pertinent examples; and easy-to-follow reasoning	<input type="checkbox"/> Uses effective communication techniques, including data to support some assertions; pertinent examples; and generally easy-to-follow reasoning	<input type="checkbox"/> Generally uses clear communication techniques, though inclusive or irrelevant data supports some assertions; connections may be unclear; and reasoning has gaps	<input type="checkbox"/> Uses communication techniques that prevent audience/reader/reviewer from following thinking, reasoning, and/or logic, and/or inconsistently supports assertions with data
E. Vocabulary of Disciplinarian	<input type="checkbox"/> Uses vocabulary of discipline and communicates growing awareness of relationship between discipline and self	<input type="checkbox"/> Uses some vocabulary of discipline and communicates beginning awareness of relationship between discipline and self	<input type="checkbox"/> Infrequently uses vocabulary of discipline and does not perceive obvious links between discipline and self when looking for relationship	<input type="checkbox"/> Misuses or ignores vocabulary of discipline and does not communicate a relationship between the discipline and self

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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Student Name:

Students and teachers should use the rubric to guide the overall development of the project as well as summative assessment. Ongoing formative assessment will provide the student with consistent feedback necessary to achieve the state goal for developing advanced level products and/or performances.

Developing and Implementing a Research Plan: Research Process

	Assessment 1	Assessment 2	Assessment 3
Highlights			
Recommendations			
Additional Comments			

Note: Make additional copies of documentation page to meet ongoing assessment needs of student.



Student Name:

Students and teachers should use the rubric to guide the overall development of the project as well as summative assessment. Ongoing formative assessment will provide the student with consistent feedback necessary to achieve the state goal for developing advanced level products and/or performances.

Presentation of Learning: Product and Communication

	Assessment 1	Assessment 2	Assessment 3
Highlights			
Recommendations			
Additional Comments			

Note: Make additional copies of documentation page to meet ongoing assessment needs of student.



Weekly Planner

Texas Performance Standards Project

INTERMEDIATE GRADE LEVEL (3-5)

Weekly Planner

Date: _____

Week's Goal(s): (Make sure you complete these goals this week.)

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

(To be completed the week after you set the goals written above.)

1. Which of the goals written above did you accomplish?

2. If you did not accomplish all of your goals, what prevented you from this?

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Periodic Progress Check

Texas Performance Standards Project

INTERMEDIATE GRADE LEVEL (3-5)

Periodic Progress Check

Student Name:

Date of meeting:

In attendance:

1. What have you accomplished since the last progress check?
2. Review the assessment rubric. Which descriptions best describe your project to date? Why?
3. What strengths were noted in this meeting?
4. What areas were targeted for improvement?
5. What are your next steps?
6. Do you need any special assistance to accomplish those steps? If so, what kind and from whom?

Other notes:

Participant signatures:

Student

Teacher

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Primary Resource Process Sheet

Texas Performance Standards Project

INTERMEDIATE GRADE LEVEL (3-5)

Primary Resource Process Sheet

Student name:

Date submitted:

Subject of Primary Resource:

Type of Primary Resource (e.g., interview, book, memoir, letters, speech, photograph, audio or video recordings, public opinion poll):

Verifying signature: _____ (parent, teacher)

Summary description of primary resource:

Question(s) I want to ask my teacher about this primary resource:

Evaluation: Why is this source important to your study? Check all that apply.

- ☐ Improved my knowledge base
- ☐ Led me to other key areas in my topic to research
- ☐ Will be helpful in choosing colleges and/or further courses to study
- ☐ Focused me on an area that I want to discuss with my teacher
- ☐ Will be used as a basis for product development
- ☐ Will be a topic of one of my future speeches
- ☐ Other

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Secondary Resource Process Sheet

Texas Performance Standards Project

INTERMEDIATE GRADE LEVEL (3-5)

Secondary Resource Process Sheet

Student name:

Date submitted:

Type of resource: (check one)

- ☐ Book ☐ Pamphlet/Brochure
☐ Magazine ☐ TV
☐ CBT (computer-based training)
☐ Movie ☐ Other:

Bibliographical information:

Author(s):
Title:
Year: Pages:
Publisher:
Internet address:

Summary of resource:

Question(s) I want to ask my teacher about this resource:

Resolution of these questions—Did you discuss this with your teacher?

Evaluation: Why is this source important to your study? Check all that apply.

- ☐ Improved my knowledge base
☐ Led me to other key areas in my topic to research
☐ Will be helpful in choosing colleges and/or further courses to study
☐ Focused me on an area that I want to discuss with my teacher
☐ Will be used as a basis for product development
☐ Will be a topic of one of my future speeches
☐ Other:

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Grades 6-8 Documentation

Click on the document name to go this page in this manual.

Document Name	Description of Use
Student Profile and Participation Agreement	Use this form to collect basic student information and to document student and parent agreement.
Letter to Students	Use this letter to outline an overview of TPSP, detail the support students can expect, timelines, and assessment information.
Letter to Parents/Guardians	Use this letter to outline an overview of TPSP, detail the school supports for the student, timelines, assessment information, and the parent/guardian role in the project.
Topic Submission and Approval	Use this form for students to identify their chosen project, provide justification for their choices, and identify supports.
Research Plan/Proposal	Use this form to facilitate the creation of a research plan and identify potential resources for students. *Job Aide included*
Project Due Dates for Students	Use this form to establish and document dates for project milestones and completion.
Product Proposal	Use this form to facilitate the creation of a plan to identify and create a product.
Middle School TPSP Assessment Rubric	Use this rubric to evaluate student performance on their selected task.
Periodic Progress Check	Use this form to document student progress at previously identified dates.
Weekly Planner	Students can use this form to identify daily and weekly goals related to their project.
Primary Resource Process Sheet	Students can use this form to document their learning from a primary resource.
Secondary Resource Process Sheet	Students can use this form to document their learning from a secondary resource.

Student Profile and Participation Agreement

Texas Performance Standards Project

MIDDLE SCHOOL GRADE LEVEL (6-8)

Student Profile and Participation Agreement

Name: _____

School: _____ Grade: _____

Home Address: _____

City: _____ Zip Code: _____

Student I.D. Number: _____

Ethnicity (Circle one): African American Hispanic White Other

Gender (Circle one): Male Female

Course enrolled in as a participant: _____

For students:

I am aware of the requirements for the Texas Performance Standards Project. I agree to full participation. I understand that written materials I submit will not be returned to me, so I should keep copies of everything submitted. I also understand that my project may be used for future training; if so, every effort will be made to disguise my identity.

Student signature: _____ Date: _____

For parents/guardians:

I am aware of the requirements for the Texas Performance Standards Project. I approve of my child's participation. I understand that written materials my child submits will not be returned, so he/she should keep copies of everything submitted. I also understand that my child's project may be used for future training; if so, every effort will be made to disguise his/her identity.

Parent/Guardian signature: _____ Date: _____

Printed name: _____

Please return to your teacher.

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Sample Student Letter

Dear Student:

Thank you for participating in the Texas Performance Standards Project! You will have the opportunity to explore one of your areas of interest in depth. If you are interested in science, you will conduct studies much as a laboratory scientist would do. If you would like to be a published poet, you might like to focus on taking a poem from conception to publication. Many students graduate from high school, and even college, without these valuable experiences.

You will be given a structure for your participation, but it will be up to you to identify an important question that is of interest to you to explore. Your project should reflect professional quality work in at least one of the following areas: English language arts and reading, mathematics, science, and/or social studies.

Projects

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content-area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of your comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of your learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, you will submit a **process record** that documents your learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow your learning throughout the project.

You will summarize the project in a formal **abstract**.

You will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience. I may have additional requirements.

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Though page and time limits are not specified, the length of the product, abstract, process record, and public presentation should be sufficient to convey the information without being superfluous and thorough enough to communicate your message.

Support

You will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding you through the project is your **teacher**.
- A person with content expertise in your area of study and who works closely with you on the project will be your **mentor**.
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help you locate resources and provide additional support as needed.

Timelines

You, your mentor, and I will establish interim timelines for the project and a final completion date. It is your responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, you must show evidence of timely progress. If you repeatedly and substantively fail to meet agreed-upon timelines, you may be withdrawn from the project.

Project Assessment

A scoring guide will be applied to your final product. You should become very familiar with it and use it to assess your progress throughout the project. You, your mentor, and I will meet regularly to assess progress, revise plans, and provide feedback, based on the assessment rubric.

Please complete the profile, sign it, have your parent or guardian sign it, and return it to me. I look forward to working with you as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Your Teacher

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Sample Parent/Guardian Letter

Dear Parent/Guardian:

Your son/daughter has been selected to participate in the Texas Performance Standards Project! By participating in this project, he/she will have the opportunity to explore an area of academic interest in depth. Many students graduate from high school, and even college, without a professional experience of this type. For example, a student who is interested in science will have the opportunity to conduct a study comparable to that of a laboratory scientist. A student who would like to be a published author will focus on taking a piece of writing from conception to publication.

The program will give students a structure, but it will be up to them to identify an important question to explore in at least one of the following areas: English language arts and reading, mathematics, science, and social studies.

Projects

Students who are chosen to participate in this project may already be working on projects for another purpose. For example, a project may be developed to fulfill the requirement of an advanced measure of the Distinguished Achievement Program. Additionally, a project may be part of an Independent Study course or a class requirement. Each student and teacher should determine the best use(s) for his/her project. Whatever the ultimate use of the project, this section describes student projects that will be evaluated as part of this assessment system.

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content-area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of the student's comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of the learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, the student will submit a **process record** that documents learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor

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meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow the student's learning throughout the project.

The student will summarize the project in a formal **abstract**.

The student will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience.

Support from the School

The student will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding each student through the project is the **teacher**.
- A person with content expertise in the area of study of your child's project and who works closely on guiding the project will be the **mentor**.
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help locate resources and provide other support as needed.

Timelines

The student, teacher, and mentor will establish interim timelines for the project and a final completion date. It is the student's responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, students must show evidence of timely progress. If they repeatedly and substantively fail to meet agreed-upon timelines, the teacher, in consultation with the mentor, may withdraw students from the project.

Project Assessment

A scoring guide will be applied to the final product. You may wish to become familiar with it and help your son or daughter use it to assess his or her progress throughout the project. Along with the teacher and mentor, your son or daughter will regularly assess progress and revise plans, based on the scoring guide.

Parent/Guardian Roles

Because this project represents a significant amount of work on the part of your child, we ask that you be involved in the following ways.

- Help your child make a quality decision on a topic of study and a possible mentor.
- Check in with him or her frequently to see how the project is going and if extra encouragement may be needed to meet interim due dates.

Please sign the student profile in your child's manual to signify your approval of his/her participation in this project. I look forward to working with you and learning from you and your daughter or son as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Project Teacher

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Topic Submission and Approval

Texas Performance Standards Project

MIDDLE SCHOOL GRADE LEVEL (6-8)

Topic Submission and Approval

Student name: _____

Discipline(s) encompassed by topic:

_____ English language arts and reading

_____ Mathematics

_____ Science

_____ Social studies

_____ Other

Topic or question to be explored:

Reasons for selecting this topic:

Resources (facilities, people, literature, software) I will need to develop proposal:

Student Signature: _____ Date: _____

_____ Approved _____ Not approved

Teacher Signature: _____ Date: _____

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Research Plan/Proposal Completion Job Aide

1. Access the form from the TPSP Guide or the [TPSP Webpage](#).
2. Schedule a meeting time with your student to go over the document and fill out top section as much as possible before meeting:

Research Plan/Proposal

Originator's Name:

School:

Teacher's Name:

Company/Affiliation:

Area of Study:

Scope of Proposed Work:

General areas of study that are closely related to your topic (check all that apply):

☐ Language arts

☐ Science

☐ Computer science

☐ Social studies

☐ Art

☐ Business/accounting

☐ Mathematics

☐ Music

☐ Personal/social development

☐ Other _____

3. Begin meeting by having student complete the Reasons for selecting section:

Reasons for selecting this topic:

- 1.
- 2.
- 3.

4. Together with student, identify and complete the Resources section:

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

5. Facilitate a discussion with student to identify the knowledge/skills necessary to complete their project and anything that may limit their project:

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Available resources | <input type="checkbox"/> Age restrictions | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Interest/commitment | <input type="checkbox"/> Parental approval | <input type="checkbox"/> Time limits |
| <input type="checkbox"/> Complexity | <input type="checkbox"/> Transportation | |

6. Have student and teacher sign completed form, then send home for parent signature to be added:

Student Signature

Teacher Signature

Parent Signature

7. Add returned form to documentation folder.

Research Plan/Proposal

Texas Performance Standards Project

MIDDLE SCHOOL GRADE LEVEL (6-8)

Research Plan/Proposal

Originator's Name:

School:

Teacher's Name:

Company/Affiliation:

Area of Study:

Scope of Proposed Work:

General areas of study that are closely related to your topic (check all that apply):

- | | | |
|--|--------------------------------------|--|
| <input type="checkbox"/> Language arts | <input type="checkbox"/> Science | <input type="checkbox"/> Computer science |
| <input type="checkbox"/> Social studies | <input type="checkbox"/> Art | <input type="checkbox"/> Business/accounting |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Personal/social development | <input type="checkbox"/> Other _____ | |

Reasons for selecting this topic:

- 1.
- 2.
- 3.

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Available resources | <input type="checkbox"/> Age restrictions | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Interest/commitment | <input type="checkbox"/> Parental approval | <input type="checkbox"/> Time limits |
| <input type="checkbox"/> Complexity | <input type="checkbox"/> Transportation | |

Student Signature

Teacher Signature

Parent Signature

Recommendation:

- | | |
|--|---|
| <input type="checkbox"/> Broaden/narrow topic | <input type="checkbox"/> Change the emphasis |
| <input type="checkbox"/> Switch to a related topic | <input type="checkbox"/> Select a different topic |

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Project Due Dates for Students

Texas Performance Standards Project

MIDDLE SCHOOL GRADE LEVEL (6-8)

Project Due Dates for Students

Major Tasks	Target Date	Completion Date
Complete Student Profile		
Select topic		
Identify mentor (if applicable)		
Submit proposal		
Identify and obtain resources necessary for project completion		
Schedule and participate in Periodic Progress Check #1		
Schedule and participate in Periodic Progress Check #2		
Schedule and participate in Periodic Progress Check #3		
Schedule and participate in Periodic Progress Check #4		
Complete Request to Schedule Judging		
Issue invitations to audience for public presentation		
Submit all written products for scoring		
Prepare a program for the audience		
Conduct public presentation and get feedback from audience		
Include self-assessment of presentation in your reflective journal		

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Product Proposal

Product Proposal

Brainstorm your final product with your teacher and your family and then answer the questions below. Your proposal is not binding; however, be as accurate as possible at this time. **Write the timeline on the back.**

Describe your product in detail. Use the back of this page for more space.

With whom do you plan to share your product at the end of this investigation, and who will evaluate your work?

Reasons you selected this product:

- 1.
- 2.

Complete the following checklist as you review your proposal:

- ☐ 1. Your product has application to the real world.
- ☐ 2. Your project solves a problem.
- ☐ 3. It provides new information.
- ☐ 4. It reflects a diversity of research resources.
- ☐ 5. You will be able to complete it within the time limits.
- ☐ 6. It provides a useful tool.
- ☐ 7. It appeals to the interests of an audience.
- ☐ 8. You have access to the materials necessary to complete it.
- ☐ 9. The costs of materials are within your budget.
- ☐ 10. It reflects complexity of research and exhibits the suitable level of difficulty for a nine-month study.
- ☐ 11. It has a concrete format.
- ☐ 12. Your product idea is creative.

List all the materials you need to complete your product.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Total estimated cost of product: _____

Student Signature

Parent Signature

Teacher Signature

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Middle School TPSP Assessment Rubric Overview



The Middle School TPSP Assessment Rubric is divided into two sections: *1) Developing and Implementing a Research Plan: The Research Process* and *2) Presentation of Learning: Product and Communication*. Students and teachers should use the Middle School TPSP Assessment Rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN: RESEARCH PROCESS				
A. Development of Questions	<input type="checkbox"/> Develops, refines, and clarifies provocative, open-ended questions about topic or novel problem, such that deep understanding of knowledge/skills of discipline can be conveyed	<input type="checkbox"/> Develops, refines, and clarifies interesting, open-ended questions about topic or novel problem, such that substantive understanding of knowledge/skills of discipline can be conveyed	<input type="checkbox"/> Develops pertinent open-ended questions about topic or novel problem, though inconsistent understanding of knowledge/skills of discipline may result from limited refinement and clarification of questions	<input type="checkbox"/> Develops basic questions about topic or novel problem, such that only cursory understanding or knowledge/skills of discipline can be conveyed
B. Research Methodology	<input type="checkbox"/> Follows discipline-based research plan or model to engage in inquiry as a professional or practitioner in the profession or discipline would	<input type="checkbox"/> Follows discipline-based research plan or model to engage in inquiry as a novice in the profession or discipline would	<input type="checkbox"/> Follows discipline-based research plan or model, though some methodologies are generic	<input type="checkbox"/> Inconsistently or inadequately follows research plan or model so that learning in discipline is not enhanced
C. Sources of Information	<input type="checkbox"/> Uses advanced processes to access full range of relevant sources in various formats	<input type="checkbox"/> Uses standard processes to access full range of relevant sources in various formats	<input type="checkbox"/> Uses basic processes to access information sources, often choosing most obvious and basic	<input type="checkbox"/> Inconsistently or inadequately accesses relevant sources

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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Feedback regarding this document may be sent to Curriculum@tea.state.tx.us for review.

CATEGORY	Expert*	Practitioner	Apprentice	Novice
D. Collection of Data	<input type="checkbox"/> Selects appropriate tools from array of discipline-specific tools/techniques to gather, record, organize, and document data as a professional or practitioner in the profession or discipline would	<input type="checkbox"/> Uses limited number of discipline-specific tools/techniques to gather, record, organize, and document data as a novice in the discipline would	<input type="checkbox"/> Uses generic, though appropriate, research tools to gather, record, organize, and document data without creating awareness of multitude of available tools, often choosing most obvious	<input type="checkbox"/> Inconsistently or inadequately uses generic research tools/techniques to gather, record, organize, and document data, often missing pertinent data
E. Analysis and Interpretation of Data	<input type="checkbox"/> Uses advanced processes to examine data for connections across time, location, cultures, and disciplines; evaluate reliability, validity, and accuracy of findings; and suggest solutions for conflicts and disparities in data	<input type="checkbox"/> Uses standard processes to examine data for connections across time, location, cultures, disciplines; evaluate reliability and validity of findings; and identify potential conflicts and disparities in data	<input type="checkbox"/> Uses basic processes to make a few connections and note some conflicts and disparities	<input type="checkbox"/> Inconsistently or inadequately analyzes data; forms misconceptions about content and data; and/or fails to recognize conflicts and disparities in data
F. Multiple Perspectives	<input type="checkbox"/> Understands other perspectives, making own viewpoint more plausible through such considerations, and synthesizes, evaluates, and integrates multiple viewpoints	<input type="checkbox"/> Understands another perspective, reflecting on thinking of others to clarify own thinking and partially integrates multiple viewpoints	<input type="checkbox"/> Inconsistently recognizes multiple viewpoints and partially views a situation from another perspective	<input type="checkbox"/> Views a situation from only one perspective and does not acknowledge multiple viewpoints

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
II. PRESENTATION OF LEARNING: PRODUCT AND COMMUNICATION				
A. Organization	<input type="checkbox"/> Develops well-organized, sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops organized, basically sound product that evidences planning, reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops partially organized product that evidences some planning, but may lack consistent reasoning, clarity of expression, and support of assertions with relevant details	<input type="checkbox"/> Develops product that lacks organization; evidences little planning, reasoning, clarity of expression, and/or support of assertions with relevant details
B. Depth of Understanding	<input type="checkbox"/> Communicates sophisticated insights resulting from analysis of connections, patterns, and trends; carefully examines important relationships; and displays deep, well-beyond-grade-level understanding of knowledge/skills and underlying themes/principles of discipline	<input type="checkbox"/> Communicates coherent analysis of connections, patterns, and trends; identifies some important relationships; and displays on or beyond grade level, substantive understanding of knowledge/skills and underlying themes/principles of discipline	<input type="checkbox"/> Communicates analysis of some connections, patterns, and trends; identifies at least one important relationship; and displays minimal grade level, inconsistent understanding of knowledge/skills and underlying themes/principles of discipline	<input type="checkbox"/> Misses significant connections, patterns, and trends; omits important relationships; and displays below grade level, cursory understanding of knowledge/skills and underlying themes/principles of discipline

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert*	Practitioner	Apprentice	Novice
C. Impact	<input type="checkbox"/> Extends knowledge/skills of discipline to understand, how professionals work in field of study, and generates unique, plausible solutions to answer research questions and solve novel problems	<input type="checkbox"/> Applies knowledge/skills of discipline to understand a variety of new contexts, and generates creative, workable solutions to answer research questions and solve novel problems	<input type="checkbox"/> Relates knowledge/skills of discipline to understand the world around him/her, and generates routine, workable solutions to answer research questions and solve novel problems	<input type="checkbox"/> Makes few connections between knowledge/skills of discipline and personal experiences in everyday life, and lacks workable or plausible solutions to answer research questions or solve novel problems
D. Delivery	<input type="checkbox"/> Uses highly effective communication techniques, including data to support assertions; clear, pertinent examples; and easy-to-follow reasoning	<input type="checkbox"/> Uses effective communication techniques, including support of assertions with some data; pertinent examples; and generally easy-to-follow reasoning	<input type="checkbox"/> Generally uses clear communication techniques, though inconclusive or irrelevant data support some assertions; some connections may be unclear; and reasoning may have gaps	<input type="checkbox"/> Uses communication techniques that prevent audience/reader/reviewer from following thinking, reasoning, and logic, and/or inconsistently supports assertions with data
E. Vocabulary of Disciplinarian	<input type="checkbox"/> Effectively integrates vocabulary of discipline to convey in-depth understandings, and communicates deep understanding of relationship between discipline and self	<input type="checkbox"/> Uses vocabulary of discipline to convey substantive understandings, and communicates understanding of relationship between discipline and self	<input type="checkbox"/> Uses some vocabulary of discipline to convey understandings that may be inconsistent, and communicates shallow understanding of relationship between discipline and self	<input type="checkbox"/> Misuses or ignores vocabulary of discipline; conveys only cursory understandings; and does not communicate understanding of relationship between discipline and self

*Relative to grade level TEKS

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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Student Name: _____

Students and teachers should use the rubric to guide the overall development of the project as well as summative assessment. Ongoing formative assessment will provide the student with consistent feedback necessary to achieve the state goal for developing advanced level products and/or performances.

Developing and Implementing a Research Plan: Research Process

	Assessment 1	Assessment 2	Assessment 3
Highlights			
Recommendations			
Additional Comments			

Note: Make additional copies of documentation page to meet ongoing assessment needs of student.



Student Name: _____

Students and teachers should use the rubric to guide the overall development of the project as well as summative assessment. Ongoing formative assessment will provide the student with consistent feedback necessary to achieve the state goal for developing advanced level products and/or performances.

Presentation of Learning: Product and Communication

	Assessment 1	Assessment 2	Assessment 3
Highlights			
Recommendations			
Additional Comments			

Note: Make additional copies of documentation page to meet ongoing assessment needs of student.



Weekly Planner

Texas Performance Standards Project

MIDDLE SCHOOL GRADE LEVEL (6-8)

Weekly Planner

Date: _____

Week's Goal(s): (Make sure you complete these goals this week.)

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

(To be completed the week after you set the goals written above.)

1. Which of the goals written above did you accomplish?

2. If you did not accomplish all of your goals, what prevented you from this?

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Periodic Progress Check

Texas Performance Standards Project

MIDDLE SCHOOL GRADE LEVEL (6-8)

Periodic Progress Check

Student Name:

Date of meeting:

In attendance:

1. What have you accomplished since the last progress check?
2. Review the assessment rubric. Which descriptions best describe your project to date? Why?
3. What strengths were noted in this meeting?
4. What areas were targeted for improvement?
5. What are your next steps?
6. Do you need any special assistance to accomplish those steps? If so, what kind and from whom?

Other notes:

Participant signatures:

Student

Teacher

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Primary Resource Process Sheet

Texas Performance Standards Project

MIDDLE SCHOOL GRADE LEVEL (6-8)

Primary Resource Process Sheet

Student name:

Date submitted:

Subject of Primary Resource:

Type of Primary Resource (e.g., interview, book, memoir, letters, speech, photograph, audio or video recordings, public opinion poll):

Verifying signature: _____ (parent, teacher)

Summary description of primary resource:

Question(s) I want to ask my teacher about this primary resource:

Evaluation: Why is this source important to your study? Check all that apply.

- ☐ Improved my knowledge base
- ☐ Led me to other key areas in my topic to research
- ☐ Will be helpful in choosing colleges and/or further courses to study
- ☐ Focused me on an area that I want to discuss with my teacher
- ☐ Will be used as a basis for product development
- ☐ Will be a topic of one of my future speeches
- ☐ Other

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Secondary Resource Process Sheet

Texas Performance Standards Project

MIDDLE SCHOOL GRADE LEVEL (6-8)

Secondary Resource Process Sheet

Student name:

Date submitted:

Type of resource: (check one)

- ☐ Book ☐ Pamphlet/Brochure
☐ Magazine ☐ TV
☐ CBT (computer-based training)
☐ Movie ☐ Other:

Bibliographical information:

Author(s):
Title:
Year: Pages:
Publisher:
Internet address:

Summary of resource:

Question(s) I want to ask my teacher about this resource:

Resolution of these questions—Did you discuss this with your teacher?

Evaluation: Why is this source important to your study? Check all that apply.

- ☐ Improved my knowledge base
☐ Led me to other key areas in my topic to research
☐ Will be helpful in choosing colleges and/or further courses to study
☐ Focused me on an area that I want to discuss with my teacher
☐ Will be used as a basis for product development
☐ Will be a topic of one of my future speeches
☐ Other:

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Grades 9-12 Documentation

Click on the document name to go this page in this manual.

Document Name	Description of Use
Student Profile and Participation Agreement	Use this form to collect basic student information and to document student and parent agreement.
Letter to Students	Use this letter to outline an overview of TPSP, detail the support students can expect, timelines, and assessment information.
Letter to Parents/Guardians	Use this letter to outline an overview of TPSP, detail the school supports for the student, timelines, assessment information, and the parent/guardian role in the project.
Topic Submission and Approval	Use this form for students to identify their chosen project, provide justification for their choices, and identify supports.
Research Plan/Proposal	Use this form to facilitate the creation of a research plan and identify potential resources for students. *Job Aide included*
Project Due Dates for Students	Use this form to establish and document dates for project milestones and completion.
Product Proposal	Use this form to facilitate the creation of a plan to identify and create a product.
High School/Exit Level TPSP Assessment Rubric	Use this rubric to evaluate student performance on their selected task.
Periodic Progress Check	Use this form to document student progress at previously identified dates.
Weekly Planner	Students can use this form to identify daily and weekly goals related to their project.
Primary Resource Process Sheet	Students can use this form to document their learning from a primary resource.
Secondary Resource Process Sheet	Students can use this form to document their learning from a secondary resource.
Letter to Mentor	Use this letter if a student has an outside mentor to provide an overview of TPSP, mentor supports for the students, timelines, and assessment information.
Mentoring Guidelines	Use this form to provide mentor's with an outline of their role and responsibilities.

Student Profile and Participation Agreement

Texas Performance Standards Project

HIGH SCHOOL/EXIT LEVEL (9-12)

Student Profile and Participation Agreement

Name: _____

School: _____ Grade: _____

Home Address: _____

City: _____ Zip Code: _____

Student I.D. Number: _____

Ethnicity (Circle one): African American Hispanic White Other

Gender (Circle one): Male Female

Course enrolled in as a participant: _____

For students:

I am aware of the requirements for the Texas Performance Standards Project. I agree to full participation. I understand that written materials I submit will not be returned to me, so I should keep copies of everything submitted. I also understand that my project may be used for future training; if so, every effort will be made to disguise my identity.

Student signature: _____ Date: _____

For parents/guardians:

I am aware of the requirements for the Texas Performance Standards Project. I approve of my child's participation. I understand that written materials my child submits will not be returned, so he/she should keep copies of everything submitted. I also understand that my child's project may be used for future training; if so, every effort will be made to disguise his/her identity.

Parent/Guardian signature: _____ Date: _____

Printed name: _____

Please return to your teacher.

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Sample Student Letter

Dear Student:

Thank you for participating in the Texas Performance Standards Project! You will have the opportunity to explore one of your areas of interest in depth. If you are interested in science, you will conduct studies much as a laboratory scientist would do. If you would like to be a published poet, you might like to focus on taking a poem from conception to publication. Many students graduate from high school, and even college, without these valuable experiences.

You will be given a structure for your participation, but it will be up to you to identify an important question that is of interest to you to explore. Your project should reflect professional quality work in at least one of the following areas: English language arts and reading, mathematics, science, and/or social studies.

Projects

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content-area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of your comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of your learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, you will submit a **process record** that documents your learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow your learning throughout the project.

You will summarize the project in a formal **abstract**.

You will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience. I may have additional requirements.

The TPSP was originally developed as a pilot targeting grades, 4, 8, and exit level. Most materials have been revised to address Primary, Intermediate, Middle School, and High School/Exit grade levels, however, users may find occasional references to the pilot grades.

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Though page and time limits are not specified, the length of the product, abstract, process record, and public presentation should be sufficient to convey the information without being superfluous and thorough enough to communicate your message.

Support

You will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding you through the project is your **teacher**.
- A person with content expertise in your area of study and who works closely with you on the project will be your **mentor**.
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help you locate resources and provide additional support as needed.

Timelines

You, your mentor, and I will establish interim timelines for the project and a final completion date. It is your responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, you must show evidence of timely progress. If you repeatedly and substantively fail to meet agreed-upon timelines, you may be withdrawn from the project.

Project Assessment

A scoring guide will be applied to your final product. You should become very familiar with it and use it to assess your progress throughout the project. You, your mentor, and I will meet regularly to assess progress, revise plans, and provide feedback, based on the assessment rubric.

Please complete the profile, sign it, have your parent or guardian sign it, and return it to me. I look forward to working with you as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Your Teacher

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Sample Parent/Guardian Letter

Dear Parent/Guardian:

Your son/daughter has been selected to participate in the Texas Performance Standards Project! By participating in this project, he/she will have the opportunity to explore an area of academic interest in depth. Many students graduate from high school, and even college, without a professional experience of this type. For example, a student who is interested in science will have the opportunity to conduct a study comparable to that of a laboratory scientist. A student who would like to be a published author will focus on taking a piece of writing from conception to publication.

The program will give students a structure, but it will be up to them to identify an important question to explore in at least one of the following areas: English language arts and reading, mathematics, science, and social studies.

Projects

Students who are chosen to participate in this project may already be working on projects for another purpose. For example, a project may be developed to fulfill the requirement of an advanced measure of the Distinguished Achievement Program. Additionally, a project may be part of an Independent Study course or a class requirement. Each student and teacher should determine the best use(s) for his/her project. Whatever the ultimate use of the project, this section describes student projects that will be evaluated as part of this assessment system.

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content-area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of the student's comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of the learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, the student will submit a **process record** that documents learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor

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meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow the student's learning throughout the project.

The student will summarize the project in a formal **abstract**.

The student will also make a **public presentation**, consisting of a brief explanation of the project and a **question-and-answer session** with the audience.

Support from the School

The student will be supported in a variety of ways during the course of this project.

- The educator responsible for guiding each student through the project is the **teacher**.
- A person with content expertise in the area of study of your child's project and who works closely on guiding the project will be the **mentor**.
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help locate resources and provide other support as needed.

Timelines

The student, teacher, and mentor will establish interim timelines for the project and a final completion date. It is the student's responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, students must show evidence of timely progress. If they repeatedly and substantively fail to meet agreed-upon timelines, the teacher, in consultation with the mentor, may withdraw students from the project.

Project Assessment

A scoring guide will be applied to the final product. You may wish to become familiar with it and help your son or daughter use it to assess his or her progress throughout the project. Along with the teacher and mentor, your son or daughter will regularly assess progress and revise plans, based on the scoring guide.

Parent/Guardian Roles

Because this project represents a significant amount of work on the part of your child, we ask that you be involved in the following ways.

- Help your child make a quality decision on a topic of study and a possible mentor.
- Check in with him or her frequently to see how the project is going and if extra encouragement may be needed to meet interim due dates.

Please sign the student profile in your child's manual to signify your approval of his/her participation in this project. I look forward to working with you and learning from you and your daughter or son as we begin this project! Whenever you have questions, do not hesitate to contact me.

Sincerely,

Project Teacher

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Topic Submission and Approval

Texas Performance Standards Project

HIGH SCHOOL/EXIT LEVEL (9-12)

Topic Submission and Approval

Student name: _____

Discipline(s) encompassed by topic:

_____ English language arts and reading

_____ Mathematics

_____ Science

_____ Social studies

_____ Other

Topic or question to be explored:

Reasons for selecting this topic:

Resources (facilities, people, literature) I will need to develop proposal:

Student Signature: _____ Date: _____

_____ Approved _____ Not approved

Teacher Signature: _____ Date: _____

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Research Plan/Proposal Completion Job Aide

1. Access the form from the TPSP Guide or the [TPSP Webpage](#).
2. Schedule a meeting time with your student to go over the document and fill out top section as much as possible before meeting:

Research Plan/Proposal

Originator's Name:

School:

Teacher's Name:

Company/Affiliation:

Area of Study:

Scope of Proposed Work:

General areas of study that area closely related to your topic (check all that apply):

☐ Language arts

☐ Science

☐ Computer science

☐ Social studies

☐ Art

☐ Business/accounting

☐ Mathematics

☐ Music

☐ Personal/social development

☐ Other _____

3. Begin meeting by having student complete the Reasons for selecting section:

Reasons for selecting this topic:

- 1.
- 2.
- 3.

4. Together with student, identify and complete the Resources section:

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

5. Facilitate a discussion with student to identify the knowledge/skills necessary to complete their project and anything that may limit their project:

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Available resources | <input type="checkbox"/> Age restrictions | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Interest/commitment | <input type="checkbox"/> Parental approval | <input type="checkbox"/> Time limits |
| <input type="checkbox"/> Complexity | <input type="checkbox"/> Transportation | |

6. Have student and teacher sign completed form, then send home for parent signature to be added:

Student Signature

Teacher Signature

Parent Signature

7. Add returned form to documentation folder.

Research Plan/Proposal

Texas Performance Standards Project

HIGH SCHOOL/EXIT LEVEL (9-12)

Research Plan/Proposal

Originator's Name:

School:

Teacher's Name:

Company/Affiliation:

Area of Study:

Scope of Proposed Work:

General areas of study that are closely related to your topic (check all that apply):

- | | | |
|--|--------------------------------------|--|
| <input type="checkbox"/> Language arts | <input type="checkbox"/> Science | <input type="checkbox"/> Computer science |
| <input type="checkbox"/> Social studies | <input type="checkbox"/> Art | <input type="checkbox"/> Business/accounting |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Personal/social development | <input type="checkbox"/> Other _____ | |

Reasons for selecting this topic:

- 1.
- 2.
- 3.

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time.

- 1.
- 2.
- 3.
- 4.

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library, develop a specialized vocabulary, learn CAD):

- 1.
- 2.

Which of the following may limit this study? Check any that may apply.

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Available resources | <input type="checkbox"/> Age restrictions | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Interest/commitment | <input type="checkbox"/> Parental approval | <input type="checkbox"/> Time limits |
| <input type="checkbox"/> Complexity | <input type="checkbox"/> Transportation | |

Student Signature

Teacher Signature

Parent Signature

Recommendation:

- | | |
|--|---|
| <input type="checkbox"/> Broaden/narrow topic | <input type="checkbox"/> Change the emphasis |
| <input type="checkbox"/> Switch to a related topic | <input type="checkbox"/> Select a different topic |

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Project Due Dates for Students

Texas Performance Standards Project

HIGH SCHOOL/EXIT LEVEL (9-12)

Project Due Dates for Students

Major Tasks	Target Date	Completion Date
Complete Student Profile		
Select topic		
Identify mentor (if applicable)		
Submit proposal		
Identify and obtain resources necessary for project completion		
Schedule and participate in Periodic Progress Check #1		
Schedule and participate in Periodic Progress Check #2		
Schedule and participate in Periodic Progress Check #3		
Schedule and participate in Periodic Progress Check #4		
Complete Request to Schedule Judging		
Issue invitations to audience for public presentation		
Submit all written products for scoring		
Prepare a program for the audience		
Conduct public presentation and get feedback from audience		
Include self-assessment of presentation in your reflective journal		

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Product Proposal

Texas Performance Standards Project

HIGH SCHOOL/EXIT LEVEL (9-12)

Product Proposal

Brainstorm your final product with your teacher and your family and then answer the questions below. Your proposal is not binding; however, be as accurate as possible at this time. **Write the timeline on the back.**

Describe your product in detail. Use the back of this page for more space.

With whom do you plan to share your product at the end of this investigation, and who will evaluate your work?

Reasons you selected this product:

- 1.
- 2.

Complete the following checklist as you review your proposal:

- ☐ 1. Your product has application to the real world.
- ☐ 2. Your project solves a problem.
- ☐ 3. It provides new information.
- ☐ 4. It reflects a diversity of research resources.
- ☐ 5. You will be able to complete it within the time limits.
- ☐ 6. It provides a useful tool.
- ☐ 7. It appeals to the interests of an audience.
- ☐ 8. You have access to the materials necessary to complete it.
- ☐ 9. The costs of materials are within your budget.
- ☐ 10. It reflects complexity of research and exhibits the suitable level of difficulty for a nine-month study.
- ☐ 11. It has a concrete format.
- ☐ 12. Your product idea is creative.

List all the materials you need to complete your product.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Total estimated cost of product: _____

Student Signature

Parent Signature

Teacher Signature

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High School/Exit Level TPSP Assessment Rubric Overview



The High School/Exit Level TPSP Assessment Rubric is divided into two sections: 1) *Developing and Implementing a Research Plan: The Research Process* and 2) *Presentation of Learning: Product and Communication*. Students, teachers, and mentors should use the High School/Exit Level TPSP Assessment Rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert*	Practitioner	Novice
I. DEVELOPING AND IMPLEMENTING A RESEARCH PLAN: THE RESEARCH PROCESS			
A. Development of Questions	<input type="checkbox"/> Develops, refines, and clarifies sophisticated, open-ended questions about a topic/issue that has potential to impact student, social groups, and field of study	<input type="checkbox"/> Develops, refines, and clarifies complex, open-ended questions about a topic/issue that has limited potential to impact others but may significantly impact student	<input type="checkbox"/> Develops basic questions and or/ selects a topic/issue that lacks potential to have discernable impact on self and others
B. Research Methodology	<input type="checkbox"/> Uses advanced, innovative, and defensible methodologies of field of study without limiting project	<input type="checkbox"/> Uses standard methodologies and standard processes of discipline in sound, systematic manner	<input type="checkbox"/> Fails to use basic methodologies in sound manner and/or misuses processes of discipline
C. Sources of Information	<input type="checkbox"/> Creatively and ethically accesses full range of relevant, rich resources in various formats	<input type="checkbox"/> Effectively and ethically accesses full range of relevant resources in various formats	<input type="checkbox"/> Fails to access appropriate resources in a variety of formats, including the most basic resources, and/or fails to ethically access resources
D. Collection of Data	<input type="checkbox"/> Ethically and purposely uses tools, techniques, and processes of discipline to gather, record, organize, and document data	<input type="checkbox"/> Ethically uses tools, techniques, and processes of discipline to gather, record, organize, and document data	<input type="checkbox"/> Fails to utilize and document sources; inconsistently or inadequately gathers data; and/or uses processes in questionable manner

*(Professional)

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert*	Practitioner	Novice
E. Analysis and Interpretation of Data	<input type="checkbox"/> Appropriately applies in-depth knowledge/skills of field to discover significant connections, trends, and patterns; establish reliability, validity, and accuracy of findings; and identify conflicts and disparities	<input type="checkbox"/> Appropriately applies conventional knowledge/skills of field to discover connections, trends, and patterns; establish reliability, validity, and accuracy of findings; and identify potential conflicts and disparities	<input type="checkbox"/> Inappropriately applies knowledge and skills of field, such that findings are questionable, inconsistent, or incomplete
F. Multiple Perspectives	<input type="checkbox"/> Separates personal opinions from those of others, represents an understanding from another's perspective when appropriate, demonstrates empathy for others, and fully synthesizes multiple viewpoints	<input type="checkbox"/> Occasionally separates personal opinions from those of others, represents understanding from another perspective when appropriate, expresses some understanding of other viewpoints, and partially integrates multiple viewpoints	<input type="checkbox"/> Fails to distinguish personal opinions from those of others, view a situation from another perspective, and/or acknowledge multiple viewpoints
G. Ethics/Unanswered Questions	<input type="checkbox"/> Thoroughly examines unanswered questions and ethical concerns, such that ethics of product and supporting documentation are not questioned	<input type="checkbox"/> Contemplates some unanswered questions and/or ethical concerns, and uses procedures and findings in an ethical manner	<input type="checkbox"/> Appears to be unaware of ethical concerns or unanswered questions, and/or uses procedures and findings in a questionable manner

*(Professional)

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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CATEGORY	Expert*	Practitioner	Novice
II. PRESENTATION OF LEARNING: PRODUCT AND COMMUNICATION			
A. Organization	<input type="checkbox"/> Develops tightly organized, technically sound product that is supported by defensible use of advanced methodologies, and can stand on its own for professional review or jury	<input type="checkbox"/> Develops organized, basically sound product that is supported by sound, systematic use of standard methodologies but needs modification to stand on its own for professional review or jury, and as is, would require some explanation	<input type="checkbox"/> Develops unsound product that lacks organization, is unsupported by sound use of basic methodologies, and needs extensive modifications before it could stand on its own for professional review or jury, and as is, requires extensive explanation
B. Delivery	<input type="checkbox"/> Uses clear, effective, creative communication techniques to reflect unique understanding of message and audience; makes innovative choice and use of technology, media, format, and style; and responds effectively to questions from experts	<input type="checkbox"/> Uses clear communication techniques to reflect understanding of message and audience; makes adequate choice and use of technology, media, format, and style; and responds to questions from experts	<input type="checkbox"/> Uses ineffective communication techniques and delivery skills that reflect little understanding of message and audience; makes inappropriate choice and use of technology, media, format, and style; and responds ineffectively or inappropriately to questions from experts
C. Vocabulary of Disciplinarian	<input type="checkbox"/> Effectively uses vocabulary of discipline appropriate for communicating project's purpose, research process and methodology, and resulting product	<input type="checkbox"/> Uses vocabulary of discipline that is generally appropriate for communicating project's purpose, research process and methodology, and resulting product	<input type="checkbox"/> Does not use vocabulary of discipline, and/or misuses discipline-specific vocabulary for communicating project's purpose, research process and methodology, and resulting product

*(Professional)

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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Originator and Innovator levels allow for assessment and recognition of final product above and beyond Expert (Professional) level.

CATEGORY	Originator	Innovator	Expert*	Practitioner	Novice
D. Depth of Understanding	<input type="checkbox"/> Provides unique, sophisticated analysis of connections, patterns, and trends; uncovers significant relationships to other fields; and displays extensive real-world understanding of underlying themes/principles in relevant, significant, provocative product appropriate to field of study	<input type="checkbox"/> Provides insightful analysis of connections, patterns, and trends; uncovers important relationships to other fields; and displays deep real-world understanding of underlying themes/principles in significant, relevant product appropriate to field of study	<input type="checkbox"/> Provides a coherent analysis of connections, patterns, and trends; uncovers distinct relationships to other disciplines; and displays solid real-world understanding of related themes/principles in relevant product appropriate to field of study	<input type="checkbox"/> Notes connections, patterns, and trends; uncovers relationships to other disciplines; and displays basic understanding of related themes/principles in product appropriate to field of study	<input type="checkbox"/> Fails to note connections, patterns, and trends; misses relationships to other disciplines; and/or displays sporadic or incomplete understanding of related themes/principles in product that may be inappropriate to field of study
E. Impact	<input type="checkbox"/> Presents product new to field of study that has capacity to change understanding of professionals who work in field by suggesting new areas of exploration, generating innovative solutions to problem, developing new applications, proposing generalizations that transform familiar ideas into unfamiliar ideas, and/or stimulating new understanding in discipline	<input type="checkbox"/> Presents product new to academic, business, artistic, scientific, or literary community in which student works; that generates new perspectives on problem and/or develops new solutions to problem to generate ideas for further consideration by professionals in discipline	<input type="checkbox"/> Presents product comparable to that of professional in field of study that revises, reshapes, or deepens student's initial understanding of problem and develops an individual perspective on topic or issue studied to validate accepted understanding of discipline	<input type="checkbox"/> Presents product that may have limited impact on others but has significant impact on student by advancing own understanding of discipline through reproducing knowledge and substantiating work of others	<input type="checkbox"/> Presents product that fails to accurately reproduce standard knowledge resulting in no advancement of student's understanding of discipline, and/or creates misunderstandings or misconceptions, such that learning has insignificant impact on student

*(Professional)

Students and teachers should use the rubric to guide the overall development of the project, the ongoing formative assessments, and the summative assessment.

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Student Name:

Students, teachers, and mentors should use the rubric to guide the overall development of the project as well as summative assessment. Ongoing formative assessment will provide the student with consistent feedback necessary to achieve the state goal for developing professional quality products and/or performances.

Developing and Implementing a Research Plan: Research Process

	Assessment 1	Assessment 2	Assessment 3
Highlights			
Recommendations			
Additional Comments			

Note: Make additional copies of documentation page to meet ongoing assessment needs of student.



Student Name:

Students, teachers, and mentors should use the rubric to guide the overall development of the project as well as summative assessment. Ongoing formative assessment will provide the student with consistent feedback necessary to achieve the state goal for developing professional quality products and/or performances.

Presentation of Learning: Product and Communication

	Assessment 1	Assessment 2	Assessment 3
Highlights			
Recommendations			
Additional Comments			

Note: Make additional copies of documentation page to meet ongoing assessment needs of student.



Weekly Planner

Texas Performance Standards Project

HIGH SCHOOL/EXIT LEVEL (9-12)

Weekly Planner

Date: _____

Week's Goal(s): (Make sure you complete these goals this week.)

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

(To be completed the week after you set the goals written above.)

1. Which of the goals written above did you accomplish?

2. If you did not accomplish all of your goals, what prevented you from this?

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Primary Resource Process Sheet

Texas Performance Standards Project

HIGH SCHOOL/EXIT LEVEL (9-12)

Primary Resource Process Sheet

Student name:

Date submitted:

Subject of Primary Resource:

Type of Primary Resource (e.g., interview, book, memoir, letters, speech, photograph, audio or video recordings, public opinion poll):

Verifying signature: _____ (parent, teacher)

Summary description of primary resource:

Question(s) I want to ask my teacher about this primary resource:

Evaluation: Why is this source important to your study? Check all that apply.

- ☐ Improved my knowledge base
- ☐ Led me to other key areas in my topic to research
- ☐ Will be helpful in choosing colleges and/or further courses to study
- ☐ Focused me on an area that I want to discuss with my teacher
- ☐ Will be used as a basis for product development
- ☐ Will be a topic of one of my future speeches
- ☐ Other

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Secondary Resource Process Sheet

Texas Performance Standards Project

HIGH SCHOOL/EXIT LEVEL (9-12)

Secondary Resource Process Sheet

Student name:

Date submitted:

Type of resource: (check one)

- ☐ Book ☐ Pamphlet/Brochure
☐ Magazine ☐ TV
☐ CBT (computer-based training)
☐ Movie ☐ Other:

Bibliographical information:

Author(s):
Title:
Year: Pages:
Publisher:
Internet address:

Summary of resource:

Question(s) I want to ask my teacher about this resource:

Resolution of these questions—Did you discuss this with your teacher?

Evaluation: Why is this source important to your study? Check all that apply.

- ☐ Improved my knowledge base
☐ Led me to other key areas in my topic to research
☐ Will be helpful in choosing colleges and/or further courses to study
☐ Focused me on an area that I want to discuss with my teacher
☐ Will be used as a basis for product development
☐ Will be a topic of one of my future speeches
☐ Other:

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Letter to Mentor

Sample Mentor Letter

Dear Prospective Mentor:

The student who has contacted you has been selected to participate in the Performance Standards Project. By participating in this project, he/she will have the opportunity to explore an area of academic interest in depth. Many students graduate from high school, and even college, without a professional experience of this type. A student who is interested in science can conduct a study comparable to that of a laboratory scientist. A student who would like to be a published author, this project can focus on taking a piece of writing from conception to publication. Students will need experts in the field of study to guide them through the project. We hope that you will be able to help him or her in this endeavor.

Not only will you have the opportunity to see your field of expertise through the eyes of a high school student, but you will be contributing, along with many others across the state, to build a better understanding of the high levels of achievement that can be expected from students identified as gifted and talented who are completing their K-12 education in this state.

Projects

A **project** consists of the long-term development of a question or idea that is significant to professionals in the specified field of study. Grounded in the content of the Texas Essential Knowledge and Skills (TEKS), the project will develop an important content area question or idea in depth and will not necessarily reflect broad content knowledge of the field. Additionally, the project will demonstrate the use of sophisticated and advanced research methods and the use of technology appropriate to the field of study. The project will result in learning that is demonstrated through products or performances appropriate to and comparable in quality to those of a professional who works in the field of study. A project consists of a **product**, **abstract**, **process record**, and **presentation/question-and-answer session**.

The selection of the format of the product must convey the knowledge and skills learned in the project. The **product** is the focus of the scoring process. This culmination of the student's comprehensive study must exhibit mastery of content and thinking skills. Developing the final product is the focus of the learning process. The final product may be in one of the following formats:

- A **written product** such as a formal paper, website, or literary work
- A **performance** such as an exhibit or theatrical production

Along with the product, the student will submit a **process record** that documents learning advancement. The process record may consist of, but is not limited to, an outline, log, journal, notes of mentor meetings, weekly progress reports, drafts of previous versions, and/or bibliography. The format of the process record should enable a reviewer to follow the student's learning throughout the project.

The student will summarize the project in a formal **abstract**.

The student will also make a **public presentation**, consisting of a brief explanation of the project and a **question and answer session** with the audience.

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Support for Students

Students will be supported in a variety of ways during the course of this project:

- The educator responsible for guiding each student through the project is the **teacher**.
- You, as **mentor**, will share your professional experience and content expertise with the student during the course of the project. You will be responsible for:
 - Providing the student with background and research guidance
 - Maintaining regular contact with the student and the teacher
 - Being available to answer questions when the final product is judged
- **Other educators**, such as counselors, library/media specialists, campus administrators, and district and regional gifted/talented coordinators, will help locate resources and provide additional support as needed.

Timelines

You will help the student and teacher establish interim timelines for the project and a final completion date. It is the student's responsibility to meet the obligations of the agreed-upon timeline. To receive continued school support for the project, your protégé must show evidence of timely progress. If he/she repeatedly and substantively fails to meet agreed-upon timelines, the teacher, in consultation with you, may withdraw the student from the project. The forms included in this manual are provided as optional tools to help students meet timelines.

Project Assessment

A scoring guide will be applied to the final product. You may wish to become familiar with it and use it to help your protégé assess progress throughout the project.

Please complete the following mentor profile to signify your participation. The guidelines for mentoring in this manual will give you additional information. Because of the mentor's interactions with students in a school-sponsored activity, mentors must provide their driver's license numbers and agree to a criminal background check.

If you have any questions that your protégé cannot answer, please do not hesitate to contact me.

Sincerely,
Project Teacher

Enclosure

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Mentoring Guidelines

Partnerships that support students and their projects are a critical part of the Texas Performance Standards Project. One goal of the project is that participating students experience real-life, complex explorations and produce a final project that is comparable to a product produced by a professional in the field. As the guide with that kind of experience, the mentor has a responsibility and a special role to play in the development of the student.

Many kinds of mentoring models exist. Different mentors take on different roles or combinations of roles. Some of these roles include coach, expert, and buddy. At various times, you may choose to take some or all of these approaches to mentoring. At times, you may give guidance, acting in the expert role. At other times, you may encourage your protégé to solve problems independently by asking questions to stimulate thinking, acting in the coaching role.

The student who is asking you to be his or her mentor likely has many, if not all, of the following characteristics:

- Sustained curiosity, interest, and focus
- Minimal challenge by traditional curricula or teaching methods
- An intense interest in specific areas
- An extensive vocabulary in the field of interest
- Personal responsibility and autonomy

Effective mentoring is based on building a trusting relationship between the mentor and protégé. Some tips for building a trusting relationship include:

- Understanding the roles of all project participants
- Establishing goals for the project and your role in it
- Establishing ground rules for the relationship; for example, frequency of meetings, length of meetings, preferred methods of communication during the periods between meetings, emergency contact methods
- Setting a purpose for each meeting. (In the beginning, you may assume more of this responsibility, but, as the project progresses, your protégé may take on more of this responsibility.)
- Establishing realistic, yet challenging, expectations for your protégé
- Maintaining the confidentiality of your protégé
- Recognizing the individual needs of your protégé. (Each student has unique interests, needs, and levels of maturity that will affect the student's need for support.)
- Building rapport with the student
- Being an advocate for your protégé
- Implementing effective communication with other project participants, including handling tensions that may arise
- Disengaging from the mentoring relationship when necessary
- Benefiting from your role as mentor

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Mentors may use many strategies in helping their protégés with their projects, such as:

- Helping the protégé identify a question or topic for exploration that optimizes his or her chances for success. The topic should be of sufficient interest to the student to hold the student's interest for the specified period of time. Topics or questions should be narrow enough to allow for thorough exploration in the time allowed.
- Encouraging the participation of protégés in a variety of professional opportunities, including opportunities to observe and interview other professionals
- Using time with your protégé by effectively engaging in structured, meaningful activities Using technology to facilitate effective communication with your protégé. E-mail and telephone can be useful tools.
- Respecting the confidentiality of protégés
- Seeking assistance from the teacher if a mentoring relationship does not appear to be working
- Becoming familiar with the requirements of the project, as stated in the timelines and in the scoring guide, and help your protégé learn to evaluate his/her own progress using those tools
- Being willing to provide feedback and share professional practices with protégés
- Offering support, but letting your protégé do the work

Mentors often ask about the level of collaboration with their protégés. In general, the kind of partnership you establish with your protégé should reflect accepted practices in your field. However you and your protégé decide to work, your protégé's final product and supporting documentation must be solely the student's work.

You are serving as a role model to your protégé. You may be the first professional your protégé has observed in a role that he or she may assume some day. The following guidelines may help if you feel uncomfortable with being a role model:

- Don't be afraid to let your protégé know you're human
- Demonstrate commitment to your own professional growth and learning
- Be proud of the effort you are making to share your field with an interested student
- Keep a journal or log to track of your protégé's progress

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Links to Grades K-2 Online Documentation

Links to Online Documents

[Student Profile and Participation Agreement](#)

[Letter to Students](#)

[Letter to Parents](#)

[Topic Submission and Approval](#)

[Research Plan/Proposal](#)

[Project Due Dates for Students](#)

[Product Proposal](#)

[Primary Grade Level TPSP Assessment Rubric Overview](#)

[Periodic Progress Check](#)

[Weekly Planner](#)

[Primary Resource Process Sheet](#)

[Secondary Resource Process Sheet](#)

Links to Grades 3-5 Online Documentation

Links to Online Documents

[Student Profile and Participation Agreement](#)

[Letter to Students](#)

[Letter to Parents](#)

[Topic Submission and Approval](#)

[Research Plan/Proposal](#)

[Project Due Dates for Students](#)

[Product Proposal](#)

[Intermediate TPSP Assessment Rubric Overview](#)

[Periodic Progress Check](#)

[Weekly Planner](#)

[Primary Resource Process Sheet](#)

[Secondary Resource Process Sheet](#)

Links to Grades 6-8 Online Documentation

Links to Online Documents

[Student Profile and Participation Agreement](#)

[Letter to Students](#)

[Letter to Parents](#)

[Topic Submission and Approval](#)

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[Middle School TPSP Assessment Rubric Overview](#)

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Links to Grades 9-12 Online Documentation

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