

Falls City High School

Senior Project Guidebook

2010-2011

Student Name _____

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For additional copies of this document please visit www.fallscityschools.org

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What is a “Senior Project”?

What career are you interested in? How can you connect your interest in this career with a product or experience that benefits the community or helps someone?

For Falls City High School’s Senior Project, each student will answer the Essential Question “How can I use my career direction, interests, or skills and abilities to create a product or experience that benefits the community or helps someone?”

What are some of your hobbies and interests? How can you create a product or experience related to one of those interests that benefits the community or helps someone?

What do you know how to do? What can you do well? What are your skills? How can you use your skills and abilities to create a product or experience that benefits the community or helps someone?

Why Senior Project?

The Senior Project is designed to be a Career Related Learning Experience which allows students to meet the 2010 Career Related Learning Standards (CRLS) for high school graduates as defined by the Oregon Department of Education. In 2012 CRLS will align completely with Essential Skill (ES) Graduation Requirements. EVERY component of the Senior Project directly relates to the demonstration of proficiency of these skills.

Each project will meet the following CRLS standards:

Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace. (*Essential Skills 2012: Personal Management and Teamwork*)

Problem Solving: Apply decision-making and problem-solving techniques in school, community, and workplace. (*Essential Skills 2012: Think Critically and Analytically*)

Communication: Demonstrate effective communication skills to give and receive information in school, community, and workplace. (*Essential Skills 2012: Read, Write, Speak/Listen, and Technology*)

Teamwork: Demonstrate effective teamwork in school, community, and workplace. (*Essential Skills 2012: Personal Management and Teamwork*)

Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.

Career Development: Demonstrate career development skills in planning for post high school experiences.

Additional Essential Skills 2012: Apply Math, Civic & Community Engagement, and Global Literacy.

1. Each project will have the following components:

- ◆ **Rigor:** *Is the project challenging, did you have to learn something in order to do it?*
- ◆ **Relevance** *Does it relate to you, personally, and to your future?*
- ◆ **Benefit to others** *Who did it help?*
- ◆ **Quality** *Does your work reflect “real world” or professional standards? Would an employer hire you to do this job with minimal supervision?*

What will my Senior Project include?

1. **An original experience or product** involving **30** hours or more of out of class time spent working on the project.
2. **A mentor*** You are also required to have a mentor – someone from the community who can support you while you complete your product but is not a relative or anyone under the age of 23. Your mentor will score you on your relationship with him or her AND on your final project. This relationship is crucial. There is no minimum time requirement for mentor contact. **Quality of the relationship is more important than quantity.**
3. **A job shadow*** A job shadow of a minimum of **15** hours. The job shadow does not have to be with your mentor, but it must directly relate to your project and your career interests.
4. **A portfolio*** is what the state calls a “collection of evidence”. It demonstrates that the CRLS, or Essential Skills, have been met.
5. **Two formal presentations*** before a panel of community members, teachers, and peers. The first is a project proposal to be presented in December. The second is your final project presentation. See the attached Timeline for recommended deadlines.
6. **A reflection paper*** that includes research, summaries, and a formal MLA paper. The reflection paper is an exploration of your learning and growth in the CRLS standards and of your post-secondary readiness.
7. **A journal** will allow you to reflect **weekly** on your progress toward CRLS and completion of the project. It should be a self-analytical and reflective journal NOT a list of items completed or a “to do” list. This means you will have 34 journal entries (Senior Project is due two weeks before the end of the school year)

****Portfolio Content Requirements, Presentation Guidelines, Scoring Guides (Rubrics) and Instructions are included in this guidebook.***

How are Senior Projects assessed?

Using the scoring guides at the back of this guidebook, you will be rated on:

- ◆ **Your product or experience** *Scored by your mentor who has a clear knowledge or understanding of your product or experience, as well as the scoring panel and your advisor.*
- ◆ **Your relationship with your mentor** *Scored by both you and your mentor*
- ◆ **Your portfolio** *Scored by your advisor and the scoring panel*
- ◆ **Your formal presentations** *Scored by a panel of teachers and/or community members and your advisor*
- ◆ **Your journal** *Scored by your advisor*
- ◆ **Your reflection paper** *Scored by your advisor*

**All of the scoring guides are in the back of the guidebook.
Read them to find out how you will be scored!!**

How do I begin?

This guidebook, your advisor and your parent/guardian are your first resources. [Read the guidebook information carefully.](#) The following steps are not in a fixed order but you will need to do them all to complete your project. These are broad categories and often include multiple steps not listed here:

1. Select a topic, decide on a product, write an essential question.
2. Journal weekly about CRLS progress, goals, setbacks, problem solving, etc.
3. Find a Mentor to assist with your project.
4. Give him or her the Mentor Letter from your Guidebook.
5. Have your mentor sign the Team Learning Agreement.
 - a. Don't forget to document your meetings with your mentor.
6. Discuss your project with your parents or guardians.
7. Give them the Parent Letter from your guidebook.
8. Have parents/guardians sign the Team Learning Agreement.
9. Write and submit your Proposal letter.
10. Plan and present your project proposal presentation
11. Have your advisor sign the Team Learning Agreement
12. Complete your research (summaries, etc)
13. Finish your product.
 - a. Don't forget to document your hours as meetings with your mentor.
14. Carry out and log your job shadow hours (15). Be sure to reflect on what you learned in your journal.
15. Update your resume and make sure you include your senior project under Awards and Achievements, Education History or Work History.
- 16. Fill out the Request for a Recommendation form and give it to a teacher, coach or other community member—TWO FULL WEEKS BEFORE YOU PLAN TO TURN IN YOUR PORTFOLIO**
17. Collect and assemble the parts of your portfolio.
18. Prepare your final presentation and your visual aid.
19. Practice your presentation.
20. Present your work.
21. Celebrate!

Step 1 –

A Topic, A Product, An Essential Question

CRLS Standards:

Problem Solving: Apply decision-making and problem-solving techniques in school, community, and workplace.
(*Essential Skills 2012: Think Critically and Analytically*)

Career Development: Demonstrate career development skills in planning for post high school experiences.

Choose a Topic:

The first step in your Senior Project is to select a topic. Start this step by brainstorming. Your senior project should be driven by a career plan or a strong career interest, a skill you have or a strong interest area. There are several ways to arrive at a topic and you need to use the one that works for you.

Identify a possible career

Maybe you really know what you want to do for a first career or you're fairly certain it will be one of a couple of choices you have in mind. You might know that you want to be a teacher or definitely do something that has to do with airplanes or one of a thousand other career paths. If you are one of those fortunate people, list your possible future career(s) below:

1. _____
2. _____
3. _____
4. _____
5. _____

Identify a skill or area of expertise

Is there something at which you are especially good? You can center your senior project on a skill that you can use to benefit someone in your community. List five skills or areas of expertise:

1. _____
2. _____
3. _____
4. _____
5. _____

Identify a passion or an interest

What do you really enjoy doing? What are you really good at? Maybe your career will not center on this interest but your senior project could be designed around educating, advocating or entertaining a group of people. What hobbies do you pursue? Where do you spend time surfing on the Internet?

List up to five passions; things you really enjoy, or in which you are kind of an expert
Interests

1. _____
2. _____
3. _____
4. _____
5. _____

Identify a problem

Think about something in the world that really bothers you. What makes you mad? What do you think about people throwing trash everywhere? What about crack babies? Are there situations in your world or the world beyond that you would like to change? List up to five problems that you think someone should tackle.

1. _____
2. _____
3. _____
4. _____
5. _____

Chose Your Product:

CRLS Standards:

Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.

Career Development: Demonstrate career development skills in planning for post high school experiences.

Additional Essential Skills 2012: Apply Math, Civic & Community Engagement, Global Literacy

Your product will be a blending of a topic and your skills and abilities.

- ◆ **A Product or Experience** is something that you create or engineer, that can be *seen, held, tasted, heard or smelled.*
- ◆ Your product or experience must be directly related to your **topic** and the result of an active verb.
- ◆ **“ACTIVE”** – your product requires an active verb such as:

- | | |
|----------|------------|
| Plan | Entertain |
| Organize | Inspire |
| Create | Serve |
| Coach | Coordinate |
| Manage | Teach |
| Advocate | Facilitate |

**Just showing up and following directions does not constitute a Senior Project!
Volunteering is not a Senior Project.**

- ◆ Just showing up somewhere and following directions does not constitute a Senior Project - that is volunteering. Volunteering is an excellent way to do research, to scope out an environment to determine needs and gather information. If you do volunteer somewhere, get a good idea of what is going on and ask what the needs there are, that you might fill. Look for a way to actively use your skills to create, organize, plan or educate.
- ◆ You are, however, required to **job shadow for 15 hours** as well. Showing up and getting hands on is the best job shadow experience you can have.
- ◆ You are required to spend **thirty (30) hours** of time on your **Product or Experience**. This is **not** included in your job shadow hours or visa versa.
- ◆ Your product or experience must benefit the community or help someone. It must also:
 - ◆ Be of real interest and meaning to you (Relevance)
 - ◆ Push you into areas of challenge, beyond your comfort zone (Rigor)
 - ◆ Benefit others (Service)
 - ◆ Allow you to show your ability to meet the following State of Oregon Career Related Learning Standards:
 - Manage your time independently
 - Solve problems through problem solving skills and collaboration
 - Communicate professionally with others in writing and verbally
 - Work in a team on a professional level
 - Understand the workplace and behave professionally
 - Prepare yourself for a career
 - Organize and plan multiple components of a single project
 - Present yourself to the public professionally and confidently

**A complete list of CRLS
Standards and the specific
skills related to each
is available at:**

<http://www.ode.state.or.us/teachlearn/certificates/diploma/crls.pdf>

**(Or see the attachment at the
back of this document.)**

Write an **Essential Question** that defines your Product :

CRLS Standard:

Communication: Demonstrate effective communication skills to give and receive information in school, community, and workplace. (*Essential Skills 2012: Read, Write, Speak/Listen, and Technology*)

Essential questions are questions that require you to **plan a course of action**. **Your Essential Question is the question that is answered by your Product.** Everyone will begin with the basic Essential Question, “How can I use my career direction, skills or abilities, or a strong area of interest to create a product or experience that benefits the community or helps someone?” It is your job to narrow down and define that general question for yourself.

The resulting question will guide you as you create your product and serve to keep you on track. Begin your refined question with **“How can I use my interest in...?”** or **“How can I use my skill in...?”**

If you are focusing on a career, a sample Essential Question might be, **“How can I use my interest in becoming a firefighter to educate elementary students about fire safety?”**

If you are utilizing a skill you might ask, **“How can I use my web design skills to create a new website for the Heritage Museum?”**

If your topic is skateboarding you might ask the question, “How can I use my skill and interest in skateboarding to benefit the community and then refine it into, **“ How can I use my skill and interest in skateboarding to create an enrichment activity for students at FACES?”**”

You can begin with an essential question to create the idea for your product. If you have a product in mind, creating the question can keep you focused on that product.

Either way, Essential Questions:

- ◆ Cannot be answered by opening an encyclopedia.
- ◆ Help us develop the ability to think critically, problem solve and understand complex systems. (See CRLS Standards)

Find a Mentor

CRLS Standards:

Communication: Demonstrate effective communication skills to give and receive information in school, community, and workplace. (Essential Skills 2012: Read, Write, Speak/Listen, and Technology)

Teamwork: Demonstrate effective teamwork in school, community, and workplace. (Essential Skills 2012: Personal Management and Teamwork)

Your mentor should be a person who is an expert on some aspect of your project. **Your mentor may not be a family member or be someone under 23.** Your mentor should be someone that you can work with on a professional level. Your meetings with your mentor must be regular and adequate for you to complete your product. They must also be able to give you feedback on your product and in the end, be able to score your product using the Product Scoring Guide. If your mentor is out of the area, you must be able to overcome distance barriers by using the internet, emailing pictures or other correspondence. Also, note that sometimes you may have more than one person who gives you crucial help. You can have many informal mentors but one official mentor.

You may already know who your mentor will be, but if you don't, here are a few suggestions about how to find one:

- ◆ Ask your parents if they know anyone who is an expert in your topic area.
- ◆ Ask an expert (who, for whatever reason, isn't able to be your mentor) for any suggestions for good mentors.
- ◆ Ask your advisor or the staff at FCHS if they know someone who is an expert on your topic.
- ◆ Ask your peers. Often, other students know adults who would qualify as experts in your topic area.

When you call a possible mentor-to-be, it's important to be clear about the reason for your phone call and to be polite. You may have to explain about the Senior Project and give them some idea of what you want to do in order for them to have enough information to decide. Below is a suggested script to use. If you know the person's name, ask for him or her. If not, ask who would be appropriate to speak to regarding getting information about the company or the topic you are interested in.

*"Hello, my name is _____ . I am a senior at Falls City High School...
I am calling you today to talk with you about serving as my mentor for my senior project.
My project topic or idea is _____"*

*You may have some direct involvement with or knowledge about this topic.
I would need to meet with you regularly and have you assess my project.
Would you be willing to meet with me to learn more about my ideas for a project and further discuss being my mentor?
Thank you!"*

This person may or may not agree to serve as your mentor but be sure to thank him/her regardless! You may have to contact several people before you find the right person. When you have found a mentor, give them the mentor letter that follows.

Lastly you will need to have him or her sign the Team Learning Agreement, file it in your portfolio and turn a copy in to your Advisor.

Student: Give this letter to your mentor and have him or her sign the Team Learning Agreement

Mentor Info Letter

Dear Community Mentor,

Thank you for supporting a Falls City High School student in completing his/her Senior Project which is required for graduation. The Senior Project provides students the opportunity to design, develop and implement a challenging project that is rigorous and has personal meaning. We very much appreciate you sharing your time and expertise. Your on-going work with the student will be essential to his or her completion of a successful project.

Although the Senior Project is an individualized learning experience, all Senior Projects have three common components. Each student is required to complete the following:

- 1. Produce a product** showing the use of academic, technical and organizational knowledge and skills.
- 2. Create a portfolio** containing a collection of artifacts documenting the Senior Project process from beginning to end.
- 3. Present their Senior Project** in a formal setting before a panel of teachers and/or community members.

In your role as Mentor, you will meet the following expectations:

- ◆ Provide advice and feedback for the student as he or she designs and creates a product
- ◆ Help the student problem solve, while letting the student carry out each task on their own
- ◆ Assess the student's collaboration and professionalism
- ◆ Assess the student's product

The student's final grade will be based on your evaluation of his/her product combined with the presentation panel and advisor evaluations. Your input is essential. Ongoing, professional communication between you and your student is critically important. If you have questions or concerns throughout this year, please contact your student's staff advisor identified on the Team Learning Agreement, or contact the senior project coordinator listed below.

Please sign the **Team Learning Agreement** form and return it to your student. Once the form is complete with your and the parent/guardian signatures, it will be added to the student's Portfolio. Again, thank you very much for your participation. The Senior Project enables students to engage in unique learning opportunities, only possible with your support.

Sincerely,

Lynn Bailey

Falls City High School, (503) 787-3521

bailey_lynn@fallscity.k12.or.us

Student: Give this letter to your parent or guardian and have him or her sign Team Learning Agreement

Parent/Guardian Info Letter

Dear Parent/Guardian:

Your Falls City High School student will be completing their Senior Project which is required by the state to meet requirements for graduation mandated in 2007. The Senior Project provides students the opportunity to design, develop and implement a challenging project that is academically rigorous and has personal meaning.

Although the Senior Project is an individualized learning experience, all Senior Projects have four common components. Each student is required to complete the following:

1. **Produce a product** showing the use of academic, technical and organizational knowledge and skills.
2. **Create a portfolio** containing a collection of artifacts documenting the Senior Project process from beginning to end including a **reflective essay** explaining challenges, acquired understanding and skills, unanswered questions and relevance to future goals.
3. **Present his/her Senior Project** in a formal setting before a panel of teachers and/or community members.
4. **Students must also:** complete a job shadow, journal, create an advertising poster, write a resume, and complete other small tasks to ensure success in the final product/project and presentation.

The senior project experience includes your student participating and working with adults outside of the traditional classroom. Specifically your student will meet the following expectations:

- ◆ Your student has selected a topic about which he/she has interest.
- ◆ Your student must work with a community mentor who is an "expert" about that topic.
- ◆ Your student will be contacting the mentor using the forms of communication outlined in the Student Guide to the Senior Project.
- ◆ Communication with the mentor and activities such as meetings, phone calls, research and planning may be completed during school hours and non school hours.
- ◆ Your student must complete **15 hours in a job shadow** within the field upon which they have chosen to base their senior project and log **30 hours of project time.**
- ◆ Your student will be guided by an Advisor from the staff at Falls City High School.
- ◆ As with any school program, the senior project should never involve the student participating in any activity, which is prohibited by district policies or the code of conduct.
- ◆ Activities may be completed both on and off campus. When participating in activities off campus, your student will not be under the direct supervision of school staff.
- ◆ **Any costs incurred are the responsibility of the student, parent or guardian.** However, students are encouraged to do fundraisers to help cover any costs. Funds must be deposited into the school student funds account and will be tagged with the student's name.

Please read and sign the **Team Learning Agreement**. Your student will return it to his/her advisor.

We encourage you to ask your student about his/her project. Your on-going support will be essential to his/her completion of a successful project. If you have questions or concerns throughout this year, please contact your student's staff advisor or contact the Senior Project Advisor listed below.

We are excited about the active learning that is taking place through the Senior Project and hope that your student will look back with pride on his/her accomplishments.

Thank you,

Lynn Bailey
Senior Project Advisor
Falls City High School
(503) 787-3521
bailey_lynn@fallscity.k12.or.us

Keep a Journal

- A **journal** will allow you to reflect **weekly** on your progress toward CRLS and completion of the project.
- It should be a self-analytical and reflective journal NOT a list of items completed or a “to do” list.
- This means you will have 34 journal entries (Senior Project is due two weeks before the end of the school year). If you present Senior Project on one of the Early Bird deadlines, you need to have journal entries for the total number of weeks spent on the project. i.e. if you start June 25, you must have entries from that week until the week of the presentation.

Here is a sample of some things you might write about in your journal:

DATE
Today realized I'm really good at....
I'm not feeling very confident about....
I need to talk to _____ about _____...
I'm learning ...
I am struggling with ...
I'm excited about ...
This CRLS standard is my strong/weak point...

Step 2:

Write a Project Proposal Letter and Presentation

CRLS Standards:

Personal Management: Exhibit appropriate work ethic and behaviors in school, community, and workplace (*Essential Skills 2012: Personal Management and Teamwork*)

Communication: Demonstrate effective communication skills to give and receive information in school, community, and workplace. (*Essential Skills 2012: Read, Write, Speak/Listen, and Technology*)

Teamwork: Demonstrate effective teamwork in school, community, and workplace. (*Essential Skills 2012: Personal Management and Teamwork*)

Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.

Career Development: Demonstrate career development skills in planning for post high school experiences.

The next formal step in this process is to write a Project Proposal Letter. Your letter should be addressed to the Senior Project Coordinator and state what your topic is, what you will do for your product and who (the community or an individual) it will benefit.

Your letter should be in the following format:

Paragraph 1:

The first paragraph of your letter

- States what is driving your Senior Project (*A career interest, skill or strong interest area.*)
- Describes how you became interested in the career or gained the skill or interest. (*Was there an experience you had that sparked your interest or a person who inspired you?*)

Paragraph 2

The second paragraph of the letter

- States the essential question that you will try to answer
- Contains a description of your product and who will benefit
- Tells who will be your mentor and why you chose that person
- Where you intend to access resources for information

Paragraph 3

The third paragraph of the letter is a disclaimer against any fraudulent behavior. It should include at least two sentences stating your understanding of fraud and explain that you know the repercussions of fabricating information about your project.

An example of a Project Proposal Letter follows:

October 27, 2010

Senior Project Coordinator or Advisor
Falls City High School
111 N. Main Street
Falls City, OR 97344

SAMPLE PROPOSAL LETTER !

Dear Senior Project Coordinator or Advisor:

Ever since I was in elementary school I have wanted to be a Dental Hygienist. I think this might be because when my mother took me to the dentist, his hygienist was so friendly and caring. She let me look at all the tools she used when cleaning my teeth and she would always finish my treatment by giving me a new, bright pink toothbrush.

Because of my interest in Dental Hygiene and my love of kids I decided to do my senior project on that topic. My essential question was, "How can I educate small children about tooth care in a fun and interest-grabbing way?" I decided I would create a puppet show for a kindergarten class. I plan to spend time with the dental hygienist from my dentist's office, Sherry Wilson, who will be my mentor. I will learn about what kids need to do to care for their teeth and then write a puppet show. I hope to make the puppets or find some that will work. I will go back to my elementary school and contact a kindergarten or first grade teacher to see if I can present my show to a class. I will also try to contact a dental business to get them to donate toothbrushes and toothpaste to the class.

I understand that fraud or presenting something I did not do, as if I did, is illegal. I will do all the work and will not falsify any information concerning my project. I am fully aware that I am responsible for my own actions and will accept any consequences for my not being honest and truthful in any aspect of my project.

Sincerely,

Molly Mountaineer
000 Main St.
Falls City, OR 97344

Note: Any changes in topic or product may only be made with permission from Mrs. Bailey and then must be accompanied by a new Project Proposal Letter.

Adapted with permission from North Salem High School Senior Project Manual. (via Central High School)

Formatting the Letter

- Block style
- Date is 1 inch from the top edge
- 4 lines from date to addressee
- Single space paragraphs
- Double space between paragraphs and elements of block style
- 4 lines from closing to name; sign your name in between

Project Proposal Presentation:

This is a 5-7 minute speech to be delivered in December. Please submit a detailed, written outline one week prior to your presentation.

Task Analysis and Timeline

Describe your project (essential question, etc.), including what you plan to do and what you plan to accomplish. Be as specific and concrete as you can be including tasks and timelines.

Project Cost

List all materials and resources that you will need to complete this project including the estimated cost for each item listed. You will be responsible for funding your project and will need to make sure that you are willing to spend the amount of money needed to complete your intended project. Who do you plan to talk to about sponsorship to offset any expenses?

Obstacles and Learning Stretch

List and discuss at least three difficulties you may encounter with this project. How do you plan to solve each of these problems?

Explain how this project is a learning stretch for you. Indicate *specifically what you expect to gain and how you will continue to push yourself out of your comfort zone.*

Mentor Details

Who is your mentor and what can they offer you?

How long have you known your mentor and in what capacity?

When you reviewed your proposal with your mentor, what advice did s/he give you?

In what way did s/he suggest you change or modify your project OR what problems did s/he foresee?

Any Other Relevant Information

Step 3

Do your research: Become an expert.

Communication: Demonstrate effective communication skills to give and receive information in school, community, and workplace. (*Essential Skills 2012: Read, Write, Speak/Listen, and Technology*)

Employment Foundations: Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.

Career Development: Demonstrate career development skills in planning for post high school experiences.

Additional Essential Skills 2012: Apply Math, Civic & Community Engagement, and Global Literacy.

The research part of your Senior Project is where you collect information, pictures, charts and other evidence of learning that will help you develop and complete the product/experience. It is your opportunity to demonstrate your ability to locate, understand and use information. **Collect as many resources as you can.** Every time you go to a helpful website, **print a copy.** Another excellent source of information is conducting interviews. Each time you interview an expert or a community member, document that interview by writing the questions before the interview and then recording the answers from your source. Type the interview up and file it in your portfolio. You may also use a job shadow as a research.

The minimum requirement for “showing” your research, is as follows:

- ◆ **Ten, relevant articles or sources.** This information must be in printed form (copies are fine) and may be off the Internet, or from encyclopedias, newspaper articles, books or any other reliable source. Each article must be at least one page.
- ◆ **At least two sources must be primary.** These are sources generated by the student such as interviews or surveys or must come from the original source such as journal entries, speeches, original research, etc.
- ◆ **Only two sources may be internet sites.** This does not include full-text articles retrieved from OSLIS or ERIC or another clearinghouse site. If you have questions or need special considerations, see your advisor.
- ◆ Each source must have key points **highlighted.**
- ◆ Each source must have a minimum **200-word, three paragraph summary:**
 - ◆ **Paragraph 1** identifies the source, the author, website or interviewee.
 - ◆ **Paragraph 2** summarizes the main points of the information.
 - ◆ **Paragraph 3** describes how the information is helpful, relates to or impacts your Senior Project. How does it help answer your essential question or enlighten you about the topic?

If you completed an I-Search relevant to your Senior Project, you may use your search documents and I-Search paper as a springboard for your Senior Project. Remember! You will have to rework the final reflection to meet the requirements of Senior Project. Your sources from I-Search may be used in your Senior Project.

Summary:

Research Requirements

Ten sources, either print or student generated (interview or job shadow) with a minimum of two (2) primary sources. You are also limited to two (2) internet sites as sources.

- ◆ **For print sources, you must include a**
 - ◆ highlighted copy of the information
 - ◆ 200 word, three paragraph summary relating the research to the project.
- ◆ **For student generated sources, (like a job shadow, survey or interview) research you must include**
 - ◆ the Senior Project Job Shadow packet or by a list of questions asked in the interview along with answers given by person interviewed.
 - ◆ a 200 word, three paragraph summary relating the interview or shadow to the project.
- ◆ **All research sources must**
 - ◆ be titled with the research source number (whether it is 1,2, 3, 4, 5, etc.)
 - ◆ contain the student's name, and date
 - ◆ be titled
 - ◆ be typed using 12 point font
 - ◆ be double spaced
 - ◆ have a minimum of 200 words
 - ◆ contain three paragraphs
 - ◆ be summarized
 - ◆ be shown to relate to the student's senior project

Sample of Research Format

Collect and organize your research and all documents and other information that you use in the process of doing your project, in your portfolio.

<p>Source # Your name Date</p> <p style="text-align: center;">Title of research or interview</p> <p>MLA Citation – hanging indent!</p> <p style="padding-left: 40px;">Paragraph 1: Introduce article, author, website or person interviewed.</p> <p style="padding-left: 40px;">Paragraph 2: Summarize information in article or questions in interview.</p> <p style="padding-left: 40px;">Paragraph 3: Relate research or interview to topic or product. How does it relate to other sources?</p> <p><i>Total: 200 words or more.</i></p> <p>(Staple copy of article, interview to <u>BACK</u> of summary)</p>
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Complete the Product/Experience

Once your topic is chosen, your Project Proposal Letter is written, your proposal presentation is made and your research is done, you are ready to complete the actual product.

You will need to coordinate, produce, plan, and organize all the elements needed for your particular activity or for the application of your topic that benefits the community or helps someone. Here timelines will be helpful and you must document the time you spent on the actual product, (that is the preparing for and execution of that part of the project that people actually see hear touch, etc.) You must also document your meeting time with your job shadow.

Document the time spent on your product using the **Product Hours Log (p. 22) which must be turned in with your portfolio.** You may record meeting time, time spent constructing, planning, organizing and executing. Any research directly connected to the execution of your product may also be included.

Use the **Mentor Meeting Log (p. 23)** to record the meetings, phone conversations or email exchanges you have with your mentor. Be sure to have your mentor rate and initial each face to face meeting. Remember that this relationship is quality over quantity but you still need to prove a relationship by tracking your time.

Next Step

The Reflection: Write down what you did and its relevance and meaning to you.

After you complete your product, your reflective essay is the written chronicle of your senior project experience from beginning to end. Think about each of the questions below to begin forming the content of your reflective essay. Use your answers for the content of your paper:

I. Summarize what you actually did:

- ◆ Why did you choose your topic? (Relevance)
- ◆ What was your original essential question? How did it change?
- ◆ Who was your community mentor? How did you choose that person?
- ◆ What did you actually do? Describe this in detail.
- ◆ Did you change your project? Why? What happened?
- ◆ What standards did you set for yourself? How did you know if you were successful?

II. Show evidence of new learning

- ◆ What learning were you able to bring to this experience?
- ◆ What did you do or experience that you have never done or experienced before?
- ◆ What were your challenges? (Rigor)
- ◆ What skills, knowledge and habits did you gain? (CRLS)
- ◆ What information did you gain from your research? (write this following the “What I Learned” format you used in your I-Search. DOCUMENT SOURCES using in-text citations.)
- ◆ Who did you meet or encounter that you would not have met if you had not been involved in your senior project?
- ◆ What new learning is relevant and useful to you? (Real world value)

III. Evaluate your experience

- ◆ What are you particularly proud of in the process and product of this project?
- ◆ Did you experience any personal growth? Explain.
- ◆ How would you do this project differently if you were starting all over today?
- ◆ How will you use you new skills, knowledge and habits in career or personal pursuits in the future?

Be sure to include as many details, examples and “anecdotes” (stories) as you can, to describe your experience. Your essay should be MLA formatted. Minimum 750 words. Follow MLA style for research citations.

Assemble your Portfolio

You will be handing in a portfolio or binder of your accomplishments. You are responsible for getting the binder, page protectors, dividers and other supplies to assemble the portfolio. Pay close attention to the following Portfolio Contents (use the same order as the checklist) and check them off as you add each piece. If you have questions, ask your advisor. Refer to the Portfolio Scoring Guide to view the standards that will be used to grade the portfolio. This is the record or collection of evidence of your Senior Project.

Check Off the Portfolio Content Requirements

- Project cover page with name, project title, 2008** (*on the front of the portfolio*)
- Title page with name, product title, advisor**
- Essential Question** (*written on a single page*)
- Acknowledgements** (*Thank those who helped you complete the project*)
- Table of Contents**
- Project Proposal Letter**
- Mentor Proposal Letter**
- Signed Team Learning Agreement**
- Senior Project Hours Log**
- Mentor Meeting Log**
- Completed Timeline**
- Current resume with senior project included**
- One Letter of Recommendation from a community member or a FCHS staff member** (Be sure you give them your recommendation form 2 weeks in advance)
- Senior Project Research** (*Copies of 10 required research reviews or research paper*)
- Any other documents that you created or used for your Senior Project** (*optional—such as pictures, documents, research, etc.*)
- One Product Scoring Guide scored by mentor**
- Two completed Mentor Relationship Scoring Guides** (*one from mentor and one from student*)
- Copies of thank you letters to mentor and advisor.**
- Journal**
- Reflective Essay**

Instructions for writing a resume have been covered in Senior English.

The Presentation: Show and tell what you did and its relevance and meaning to you.

After your Product is completed, the next step will be for you to do a **formal presentation** of what you did and its meaning to your future.

The presentation must meet the following requirements:

- ◆ Be 8-14 minutes long. (Too short or too long may result in a “Needs Further Work”.)
- ◆ Be presented formally. Dress like you would dress for a job interview.
- ◆ Include a Summary Packet for each of the three panel members.
- ◆ Include a “High Quality”* visual aid.

This type of presentation requires that you plan, organize and practice. **Practice** is what will help you to meet the time requirement. If you do not practice, you will probably not pass.

A Project Summary Packet is information you prepare for the panel members who will judge your presentation. This should include a copy of your Essential Question and Product Proposal Letter which you prepared for your Senior Project Portfolio (see Portfolio checklist in guidebook.) You should also include an outline of your presentation.

A high quality visual aid is also required. High quality refers to the visual aid itself **and** also to the way you use it in your presentation. Possibilities include a PowerPoint, a display of pictures, the product you created or anything else that would help the panel see your accomplishment. If you decide to do a pictorial display, the display must have a large title and each picture must be large enough to be seen from about ten feet away with a caption large enough to be read from that distance as well.

Regardless of what type of visual aid you use, it must be an integral and vital part of your presentation and not be “tacked on to the end” or referred to minimally. If you do use a PowerPoint, make sure you do not simply read off the screen. Combine comments with the information you provide in the PowerPoint. (A good guideline is to include a 15 second comment with each slide.)

Make sure to include reflection in your presentation. What challenges did you face? What new learning did you experience? Does what you did have any bearing on what you will do after you leave Falls City? Talk about your experience of doing the project.

This is your opportunity to shine and show your accomplishment. The panel members will be very interested in what you have to say. They will be looking for the above elements of your presentation. If you do not receive a “Meets Expectations” you will have an opportunity to receive feedback and to re-present.

You must pass the Presentation in order to pass Senior Project.

Presentation Preparation Tips and Outline

Answer the following questions and you will be on your way to creating a successful presentation.

(You may also use this format to organize your Reflection Paper.) Write the answers on separate 3x5 cards or create a PowerPoint to lead you through your presentation.

First: What are you going to talk about? Focus on what you did and how you did it. Then talk about what you learned. Finally relate your experience with your project to your future.

1. How did you get interested in or finally come to the decision about your topic?
2. How did you connect with your mentor? How was he/she a help to you?
3. What did you do for your product?
4. What were the steps you took to accomplish it?
5. What emotions did you experience as you worked your way through the process of your Senior Project? (anger, excitement, pride, frustration...)
6. What problems did you encounter? (Money, time management, confusion, lack of other resources...) How did you solve them? Explain.
7. What did you learn about your topic?
8. What did you learn about yourself in this process?
9. What transferable skills did you use or gain while organizing and completing your project?
10. What would you have done differently now that you are able to look back on what you did?
11. Did the project affect your plans for the future in any way? Explain.
12. (possible) What advice would you give to a junior about doing their senior project? What about a sophomore? A freshman?

Second: How will you say it?

1. **Plan your introduction.** A good introduction will grab your listener's attention, clearly inform them about what you will cover and be under a minute in length. (You might start with a quote, a fact, personal experience, a demonstration, a joke or ?) **Write it out on a card!**
2. **Plan your conclusion.** Restate your topic. Leave the audience with a thought. Take only 30 seconds or less. **Write it out on a card!**
3. Organize your information and thoughts. Write your ideas on separate 3x5 cards then arrange them in an order that makes sense to you, **or** create and arrange your PowerPoint slides in the order you will in which you will use them. Be sure to you include your introduction and conclusion cards.
4. Make sure you have a plan to use your visual aid if it is a poster. Put blank cards in spaces where you will refer to your visual aid.
5. If you have a product that can be displayed, plan how you will display it and write that on another card. Place that card in a logical spot.
6. Be sure you have communicated your need for AV equipment (overhead, computer, etc.) or for a stand or easel, for a poster.
7. Go over each card and fill in details, facts and interesting tidbits.
8. Put your cards in order and start practicing.
9. Be sure you do several practice presentations. Remember the presentation should last 8-12 minutes. During the actual presentation, a panel member will hold up a one minute warning sign at 11 minutes, as a cue for you to finish up.

Outline for Senior Seminar Presentation/Reflection Paper

I. Introduction:

Story, personal experience, quote ... the point is to grab the audience's attention.

“Then tell them what you are going to tell them: what you did, what you learned and what it means to your future. Take no more than thirty seconds. **Write it out!**”

II. Body of Presentation

- A. First point: How you got interested in your topic and information about your mentor.
- B. Next point: What you did for your product.
- C. Next point: The process of decisions you made and steps in doing the project.
- D. Next point: Problems you encountered and ways you overcame or solved them.
- E. Next point: What you learned from doing your project: about the topic, about your community.
- F. Next point: What you learned about yourself - your time management, communication, organizational skills and abilities.
- G. Next point: What you would have done differently to improve your product or your experience.
- H. Next point: How your project connects to your future – career direction, (or not) or transferable skills you gained from this project that you will be able to use in continuing your education or in a future career.

III. Conclusion:

Review what you covered in your presentation. Reflect on the Senior Project as a whole experience and sum it up for the panel. Leave them with a parting thought use a quote to describe your experience or leave them with a last image or a moment that will stay with you or that you will look back on when you think about your senior project.

Write it out!

This outline can also be converted into a PowerPoint that will lead you through your presentation. Remember, you should not simply read from a PowerPoint but let it guide you and remind you of the information you want to cover.

Senior Project Team Learning Agreement

Student _____

Mentor _____ Ph _____

Parent/Guardian _____ Ph _____

Topic _____ Product _____

Advisor _____ Ph _____

Mentor

I accept the following responsibilities:

- ◆ I will meet regularly with my student for support and guidance on his/her senior project I will review the student's plan and discuss completion goals and timeline
- ◆ I will offer my expertise and suggestions for successful completion of the project
- ◆ I will assess the student's product/experience for rigor, relevance, quality, benefit to others, and his/her ability to manage time, solve problems, communicate, and work in a team
- ◆ I will contact the student's advisor and/or parent if questions arise concerning the student's behavior or safety.
- ◆ I will respect the student's right to be responsible for his/her own learning by not solving problems for him/her but offering support and advising as the student works through each part of the senior project.

Signed _____ Date _____

Parent/Guardian

I authorize my student to participate in all senior project activities on and off campus, as identified above. I accept the following responsibilities:

- ◆ I understand that my student needs to successfully complete this project to graduate from FCHS I will support my student throughout the time of the project and discuss progress weekly.
- ◆ I will be aware of my student's topic, mentor and progress throughout the project.
- ◆ I release the school from responsibility when my student is off campus to complete this project.
- ◆ I will respect the student's right to be responsible for his/her own learning by not solving problems for him/her but offering support and advising as the student works through each part of the senior project.

Signed _____ Date _____

Parent/Guardian, please be sure that the mentor has already signed or that you know who your student's mentor is.

Student

I accept the following responsibilities:

- ◆ I will complete all required components of the project by due dates.
- ◆ I will meet regularly with my mentor for guidance and support.
- ◆ I will represent the school and my class positively in the community.
- ◆ I guarantee that all my work will be authentic and truthful.
- ◆ I will discuss my project plans and expectations with my parents and involve them.
- ◆ I will get approval from my mentor and/or advisor for modifications I want to make in my project.

Signed _____ Date _____

FCHS Advisor

I accept the following responsibilities:

- ◆ I will be aware of the topic of this student's senior project plan and review the letter of intent.
- ◆ I will meet regularly with this student to assess progress, make suggestions, provide support and feedback for completing the research and reflection and the portfolio for the senior project
- ◆ I will communicate with this student's parents/guardian as needed.
- ◆ I will assess the student's portfolio, including research and reflection, and product or experience if appropriate.
- ◆ I will respect the student's right to be responsible for his/her own learning by not solving problems for him/her but offering support and advising as the student works through each part of the senior project.

Signed _____ Date _____

REQUEST FOR RECOMMENDATION

Before asking a counselor, teacher or other significant adult to write a letter of recommendation for you, complete and give this form to them at least two weeks in advance.

STUDENT NAME _____

DATE REQUEST SUBMITTED _____ DATE NEEDED _____

PURPOSE OF REQUEST _____ admission to a school _____ for employment



REMEMBER: THE MORE INFORMATION YOU PROVIDE THE BETTER THE RECOMMENDATION WILL BE. BE SURE TO THINK ABOUT ALL YOU'VE DONE AT SCHOOL AND OUTSIDE OF SCHOOL.

WHAT ACTIVITIES DID YOU PARTICIPATE IN AT FALLS CITY?

WHAT EVIDENCE DO YOU HAVE THAT YOU HAVE LEADERSHIP SKILLS?

WHAT ARE YOUR SPECIFIC INTERESTS?

WHAT ARE YOUR SPECIFIC TALENTS AND SKILLS?

Product or Experience Scoring Guide

Scored by Mentor, Advisor & Scoring Panel

Student Name _____ Date _____

Senior Project Topic/Product _____

Scored by _____

Print name

Sign Name

Circle the bullets in each box, which describe the student’s Senior Project Product or Experience. Then rate the student below

	Rigor	Relevance	Benefit to Others	Quality
5-6 Exceeds	<p>The Student:</p> <ul style="list-style-type: none"> • Showed strong evidence of connection and application to knowledge and skills • Clearly stated a complex essential question with real world impact • Articulated the connection between the question and the Sr. Project • Used evidence in a clear and focused manner to support decisions or solutions through a thorough and objective analysis 	<p>The Student:</p> <ul style="list-style-type: none"> • Communicated a clear relationship to post high school plans • Described compelling personal relevancy of the Sr. Project topic • Exhibited personal growth as a result of the Sr. Project 	<p>The student</p> <ul style="list-style-type: none"> • Used convincing concrete details and anecdotal evidence to show benefit to others in a strong and compelling manner 	<p>The Product or Experience:</p> <ul style="list-style-type: none"> • Exhibits high standards of professional quality • Has been used in the real world and/or has made a contribution to the community • I would hire this student to do this job and be confident s/he could do it with little to no supervision/guidance.
4 Meets	<p>The Student:</p> <ul style="list-style-type: none"> • Showed evidence of appropriate academic knowledge and skills • Clearly stated an essential question with potential real world impact • Clearly stated the connection between the question and the Senior Project • Used adequate evidence to support decisions or solutions through and objective analysis 	<p>The Student:</p> <ul style="list-style-type: none"> • Communicated a clear relationship to post high school plans • Described personal relevancy of the Sr. Project topic 	<p>The Student:</p> <ul style="list-style-type: none"> • Used examples and explained how the Sr. Project benefited others 	<p>The Product or Experience:</p> <ul style="list-style-type: none"> • Exhibits standards of professional quality • Could be used in the real world and could make a contribution to the community • I would hire this student to do this job and be confident s/he could do it with average supervision/guidance.
3-2 Needs Further Work	<p>The Student:</p> <ul style="list-style-type: none"> • Did not show evidence of academic knowledge and skills • Did not have a well developed Essential Question • Did not state the connection between the question and the Senior Project • Did not use supporting evidence or used evidence with little or no detail 	<p>The Student:</p> <ul style="list-style-type: none"> • Did not communicate a relationship to post high school plans • Did not explain personal relevancy of the Senior Project topic 	<p>The Student</p> <ul style="list-style-type: none"> • Did not use examples or explain how the Sr. Project benefited others 	<p>The Product or Experience:</p> <ul style="list-style-type: none"> • Does not exhibit professional standards • Has no use in the real world and/or makes no contribution to the community • I would not hire this student to do this job

Rate Student: Circle one: **6-5 Exceeds** **4 Meets** **3-2 Needs Further Work**

Standard	Criteria	Score
PERSONAL MANAGEMENT <i>Exhibit appropriate work ethic and behaviors in school, community, and workplace.</i>	Identify tasks that need to be done and initiate action to complete the tasks.	4 3 2 1
	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.	4 3 2 1
	Take responsibility for decisions and actions and anticipate consequences of decisions and actions.	4 3 2 1
	Maintain regular attendance and be on time.	4 3 2 1
	Maintain appropriate interactions with colleagues.	4 3 2 1
PROBLEM SOLVING <i>Apply decision-making and problem-solving techniques in school, community, and workplace.</i>	Identify problems and locate information that may lead to solutions.	4 3 2 1
	Identify alternatives to solve problems.	4 3 2 1
	Assess the consequences of the alternatives.	4 3 2 1
	Select and explain a proposed solution and course of action.	4 3 2 1
	Develop a plan to implement the selected course of action.	4 3 2 1
	Assess results and take corrective action.	4 3 2 1
COMMUNICATION <i>Demonstrate effective communication skills to give and receive information in school, community, and workplace.</i>	Locate, process, and convey information using traditional and technological tools.	4 3 2 1
	Listen attentively and summarize key elements of verbal and non-verbal communication.	4 3 2 1
	Give and receive feedback in a positive manner.	4 3 2 1
	Read technical/instructional materials for information and apply to specific tasks.	4 3 2 1
	Write instructions, technical reports, and business communications clearly and accurately	4 3 2 1
	Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.	4 3 2 1
TEAMWORK <i>Demonstrate effective teamwork in school, community, and workplace. Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.</i>	Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision making and goal-setting).	4 3 2 1
EMPLOYMENT FOUNDATIONS <i>Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.</i>	Apply academic knowledge and technical skills in a career context.	4 3 2 1
	Select, apply, and maintain tools and technologies appropriate for the workplace.	4 3 2 1
	Identify parts of organizations and systems and how they fit together.	4 3 2 1
	Describe how work moves through a system.	4 3 2 1
	Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.	4 3 2 1
	Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.	4 3 2 1
	Explain and follow health and safety practices in the work environment.	4 3 2 1
Explain and follow regulatory requirements, security procedures, and ethical practices.	4 3 2 1	
CAREER DEVELOPMENT <i>Demonstrate career development skills in planning for post high school experiences.</i>	Assess personal characteristics related to educational and career goals.	4 3 2 1
	Research and analyze career and educational information.	4 3 2 1
	Develop and discuss a current plan designed to achieve personal, educational, and career goals.	4 3 2 1
	Monitor and evaluate educational and career goals.	4 3 2 1
	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).	4 3 2 1

One scoring guide to be filled out by mentor and one by student.

Mentor Relationship Scoring Guide

Student Name _____ Date _____

Mentor Name _____

Senior Project Topic/Product _____

Scored by _____

Print Name

Sign name

Circle the bullets in each category that describe the student's community mentor relationship.
Then rate student by circling the appropriate score at the bottom of the scoring guide.

	Collaboration and <u>Quantity</u> of Mentor Relationship	<u>Quality</u> of Mentor Relationship
5-6 Exceeds	<ul style="list-style-type: none"> The student initiated and maintained meaningful collaboration with a community member on his/her Senior Project design development and assessment 	<ul style="list-style-type: none"> The student exhibited exemplary professional behavior as accepted in the workplace or community and contributed to the professional environment of the workplace or community
4 Meets	<ul style="list-style-type: none"> The student collaborated regularly or adequately with a mentor on his/her Senior Project design, development and assessment. 	<ul style="list-style-type: none"> The student exhibited behavior acceptable to the workplace or community
3-2 Needs Further Work	<ul style="list-style-type: none"> The student did not collaborate regularly or adequately with a mentor on his/her Senior Project design, development and assessment. 	<ul style="list-style-type: none"> The student did not demonstrate accepted professional workplace or community behavior.

Rate Student (circle one)

6-5 Exceeds

4 Meets

2-3 Needs Further Work

Notes or Recommendations _____

Portfolio Scoring Guide

Scored by Advisor & Scoring Panel

Student Name _____ Date _____
 Senior Project Topic/Product _____
 Advisor Name _____

Print Name

Sign Name

Circle the bullets in each category box, which describe the student’s portfolio and then rate the student below.

	<u>Content</u>	<u>Organization</u>
5-6 Exceeds	<ul style="list-style-type: none"> All required content is present and complete, with extensive evidence of new learning. 	<ul style="list-style-type: none"> All content requirements presented and organized in the required order, with added features such as tabs/color etc. to enhance organization
4 Meets	<ul style="list-style-type: none"> All required content present and complete 	<ul style="list-style-type: none"> Content presented in required format
2-3 Needs Further Work	<ul style="list-style-type: none"> Required content is incomplete and/or missing 	<ul style="list-style-type: none"> No sense of order – lack of organization

Rate Student: (circle one) 5-6 Exceeds 4 Meets 2-3 Needs Further Work

Notes or Recommendations _____

Required content *and order* for portfolio:

Check appropriate boxes for each required element.

- | | |
|---|--|
| <p>Y N</p> <p>___ ___ Project cover page with name, project title, 2008 (on the front of the portfolio)</p> <p>___ ___ Title page with name, product title, advisor</p> <p>___ ___ Essential Question (written on a single page)</p> <p>___ ___ Acknowledgements (Thank those who helped you complete the project)</p> <p>___ ___ Table of Contents</p> <p>___ ___ Project Proposal Letter</p> <p>___ ___ Mentor Proposal Letter</p> <p>___ ___ Signed Team Learning Agreement</p> <p>___ ___ Senior Project Hours Log</p> <p>___ ___ Mentor Meeting Log</p> <p>___ ___ Completed Timeline</p> <p>___ ___ Current resume with senior project included</p> <p>___ ___ One Letter of Recommendation from a community member or a FCHS staff member</p> <p>___ ___ Senior Project Research (Copies of 10 required research reviews or research paper)</p> <p>___ ___ Any other documents that you created or used for your Senior Project (optional)</p> <p>___ ___ One Product Scoring Guide scored by mentor</p> <p>___ ___ Two completed Mentor Relationship Scoring Guides (one from mentor and one from student)</p> <p>___ ___ Copies of thank you letters to mentor and advisor.</p> <p>___ ___ Reflective Essay</p> | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> <p>Final
Check off
Initials</p> |
|---|--|

Journal Scoring Guide

Scored by Advisor & Scoring Panel

Student Name _____ Date _____

Senior Project Topic/Product _____

Advisor Name _____

Print Name

Sign Name

Circle the bullets in each category box, which describe the student’s portfolio and then rate the student below.

	<u>Content</u>	<u>Organization</u>
5-6 Exceeds	<ul style="list-style-type: none"> • Minimum of 34 entries • Analytical and thoughtful written discussion in each entry. • Extensive evidence of new learning. 	<ul style="list-style-type: none"> • All entries are neat, legible, and formatted consistently
4 Meets	<ul style="list-style-type: none"> • Minimum of 34 entries • Entries discuss problems and challenges and some new learning. 	<ul style="list-style-type: none"> • Content presented in required format
2-3 Needs Further Work	<ul style="list-style-type: none"> • Required content is incomplete and/or missing 	<ul style="list-style-type: none"> • No sense of order – lack of organization

Rate Student: (circle one) 5-6 Exceeds 4 Meets 2-3 Needs Further Work

Notes or Recommendations _____

Presentation Scoring Guide

Scored by Scoring Panel

Student Name _____ Date _____

Senior Project Topic/Product _____

Scored by _____

Print Name

Sign Name

Circle the bullets in each category box, which describe the student's presentation.
Then circle score below.

	Ideas & Content	Organization	Language	Delivery
5-6 Exceeds	<ul style="list-style-type: none"> Exceptionally clear, focused main idea Carefully selected details Complex connections/ conclusions Use of a variety of creative cited resources Used a variety of visual aids to enhance the presentation 	<ul style="list-style-type: none"> Strong, creative introduction Clear, complex sequencing Carefully selected & strategically placed details Smooth, well designed transitions Imaginatively designed conclusion 	<ul style="list-style-type: none"> Correct grammar Use of impressive figurative language; evokes clear images Produces appropriate emotional response from audience 	<ul style="list-style-type: none"> Outstanding variations of rate, volume, voice inflection, & nonverbal techniques impact understanding Exceptionally clear enunciation & pronunciation Superior fluent delivery Consistently affective eye contact that commands audience attention
	<ul style="list-style-type: none"> Clear, focused main idea Accurate, relevant, supporting details Original insights Accurate, credible resources 	<ul style="list-style-type: none"> Effective introduction Clear sequencing Well balanced details Smooth transitions Well developed conclusion 	<ul style="list-style-type: none"> Correct grammar Figurative, creative language evokes clear images Appropriate to audience and purpose 	<ul style="list-style-type: none"> Variations of rate, volume, voice inflection, & nonverbal techniques impact understanding Clear enunciation & pronunciation Fluent delivery Effective eye contact
4 Meets	<ul style="list-style-type: none"> Clear main idea Relevant, supporting details Some new insights Supporting resources Used visual aids that supported presentation 	<ul style="list-style-type: none"> Recognizable introduction Clear sequencing Details that fit Transitions work Developed conclusion 	<ul style="list-style-type: none"> Very few errors in grammar Some figurative and creative language Mostly appropriate to audience and purpose 	<ul style="list-style-type: none"> Effective use of rate, volume, voice; inflection & nonverbal techniques Clear enunciation & pronunciation Fluent delivery Eye contact present
2-3 Needs Further work	<ul style="list-style-type: none"> Main idea present Limited supporting details No new insights Limited use of resources Used visual aids that detracted from presentation 	<ul style="list-style-type: none"> Undeveloped introduction Unclear sequencing Details sometimes fit Transitions usually work Undeveloped conclusion 	<ul style="list-style-type: none"> Some errors in grammar Limited figurative and creative language Inappropriate to audience and purpose 	<ul style="list-style-type: none"> Some control of rate, volume, voice inflection, nonverbal techniques, enunciation & pronunciation Uneven delivery Minimal eye contact
	<ul style="list-style-type: none"> Unclear main idea Few supporting details Inconsistent insights Questionable resources 	<ul style="list-style-type: none"> Extremely undeveloped introduction Confusing sequencing Details rarely fit Ineffective transitions Extremely undeveloped conclusion 	<ul style="list-style-type: none"> Many errors in grammar Attempts figurative & creative language Extremely inappropriate to audience and purpose 	<ul style="list-style-type: none"> Little control of rate, volume, voice, inflections, nonverbal techniques, enunciation, pronunciation, & eye contact

Rate Student: (circle one) 5-6 Exceeds 4 Meets 2-3 Needs Further Work

To receive a "Meets" student may only receive NFW ratings in one category.

Notes: _____

Reflective Essay Scoring Guide

Scored by advisor

Student Name _____ Date _____

Senior Project Topic/Product _____

Scored by _____

Print Name

Sign Name

Circle the bullets in each category box, which describe the student's essay and then rate the essay below.

	Sentence Fluency	Conventions
5-6 Exceeds	<ul style="list-style-type: none"> A natural, fluent sound; it glides along with one sentence flowing effortlessly into the next Extensive variation in sentence structure and length Sentence structure enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas Varied sentence patterns that create an effective combination of power and grace 	<ul style="list-style-type: none"> Strong control of conventions Strong effective use of punctuation which guides reader through text Correct spelling, even of more difficult words Paragraph breaks reinforce organizational structure Little or no need for editing
	<ul style="list-style-type: none"> A natural, fluent sound, it glides along with one sentence flowing into the next Variation in sentence structure, length and beginnings Sentence structure enhances meaning Control over sentence structure 	<ul style="list-style-type: none"> Strong control of conventions Effective use of punctuation that guides reader through the text Correct spelling, even of more difficult words Paragraph breaks reinforce organizational structure Correct capitalization, errors are minor Correct grammar and usage contributing to clarity and style; little need for editing
4 Meets	<ul style="list-style-type: none"> A natural and fluent sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace Some repeated patterns of sentence structure, length and beginnings 	<ul style="list-style-type: none"> Control over conventions used Correct end of sentence punctuation Spelling is usually correct Sound paragraph breaks which reinforce the organizational structure Correct capitalization, errors are minor Occasional lapses in correct grammar and usage Minor need for editing
2-3 Needs Further Work	<ul style="list-style-type: none"> Some passages invite fluid reading, others do not Some variety in sentence structure, length and beginnings Good control over simple sentence structures, but little control over more complex sentences Sentences lack energy 	<ul style="list-style-type: none"> Some control over basic conventions Punctuation is usually correct, although internal punctuation contains frequent errors Spelling errors distract reader Paragraphs run tighter or begin at ineffective places Capitalization errors Errors in grammar and usage that do not block meaning but distract reader Significant need for editing
	<ul style="list-style-type: none"> Significant portions of the text are difficult to follow Sentence patterns are monotonous Significant number of awkward, choppy or rambling constructions 	<ul style="list-style-type: none"> Little control over basic conventions Many end of sentence punctuation errors Spelling errors that distract reader Paragraphs run often run together or begin in ineffective places Capitalization is inconsistent and incorrect Errors in grammar and usage that interfere with readability Substantial need for editing

	<u>Ideas and Content</u>	<u>Organization</u>
5-6 Exceeds	<ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; resources provides strong, accurate, credible support. • a thorough, balanced, in-depth exploration of the senior project process • the writing makes connections and shares insights. • content and selected details that are well-suited 	<ul style="list-style-type: none"> • effective, perhaps creative, sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong, satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed.
	<ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced exploration of the senior project process • writing makes connections and shares insights. • content and selected details that are well-suited 	<ul style="list-style-type: none"> • effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed.
4 Meets	<ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s). • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored / explained, developmental details may occasionally be out of balance • with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose. 	<ul style="list-style-type: none"> • clear sequencing and paragraph breaks. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which aids the reader, despite some weaknesses.
2-3 Needs Further Work	<ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas; or points that echo observations heard elsewhere; or a close retelling of another work. • support that is attempted, but developmental details are often limited, uneven, somewhat off-topic, predictable, or too general (e.g., a list of underdeveloped points). • details that may not be well-grounded in credible resources 	<ul style="list-style-type: none"> • attempts at sequencing and paragraph breaks, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which are either undeveloped or too obvious • transitions sometimes work. The same few transitional devices may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others.
	<ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail. 	<ul style="list-style-type: none"> • some attempts at sequencing, order or the relationship among ideas frequently unclear; a lack of paragraph breaks. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, ineffective or overused. • a lack of an effective organizational structure. • details randomly placed, leaving the reader frequently confused.

	<u>Voice</u>	<u>Word Choice</u>
5-6 Exceeds	<ul style="list-style-type: none"> an effective level of closeness to or distance from the audience -- engaging, lively, or interesting. an exceptionally strong sense of audience the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<ul style="list-style-type: none"> accurate strong, specific words; powerful words energize the writing. fresh, original expression; slang, if used, seems purposeful and is effective. vocabulary that is striking and varied, but that is natural and not overdone. ordinary words used in an unusual way. words that evoke strong images; figurative language may be used.
	<ul style="list-style-type: none"> an appropriate level of closeness to or distance from the audience -- engaging, lively, or interesting. an exceptionally strong sense of audience; a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<ul style="list-style-type: none"> accurate, specific words; word choices seem to give energy to the writing. fresh, vivid expression; slang, if used, seems purposeful and is effective. vocabulary that may be striking and varied, but that is natural and not overdone. ordinary words used in an unusual way. words that evoke clear images; figurative language may be used.
4 Meets	<ul style="list-style-type: none"> an inconsistent level of closeness to or distance from the audience. a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. liveliness, sincerity, or humor, however, at times the writer may be either inappropriately casual or personal, or inappropriately formal and stiff. 	<ul style="list-style-type: none"> words that work but do not add energy to the writing. expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. attempts at expressive language that may occasionally seem overdone. overuse or inappropriate use of technical language or jargon, considering audience and purpose. rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
2-3 Needs Further Work	<ul style="list-style-type: none"> no apparent matching of voice to topic, purpose, and audience. a limited sense of audience. an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later. limited ability to shift to a more objective voice when necessary. 	<ul style="list-style-type: none"> words that work, but that rarely capture the reader's interest. expression seems ordinary and general; slang is not purposeful or effective. words accurate for the most part, misused words may sometimes appear. attempts at colorful language overdone. reliance on clichés and overused expressions. overuse or inappropriate use of technical jargon, considering audience and purpose.
	<ul style="list-style-type: none"> a lack of audience awareness; there is little sense of "writing to read." little or no hint of the writer behind the words. There is rarely a sense of interaction between the reader and writer. a voice that is likely to be overly formal and personal. 	<ul style="list-style-type: none"> words that are colorless, flat or imprecise. repetition or overwhelming reliance on worn expressions that repeatedly detract from the message. images that are fuzzy or absent altogether.

Rate the essay (circle one) 5-6Exceeds 4 Meets 2-3 Needs Further Work

Notes or Recommendations _____

TIMELINE

Task	Date Due	Date Completed
Team Learning Agreement Signed by parent	9/10/2010	
Team Learning Agreement Signed by student	9/10/2010	
Identify Project	10/21/2010	
Identify Essential Question	10/21/2010	
Proposal Letter	10/21/2010	
Mentor Letter	10/21/2010	
Question Web	10/28/2010	
Team Learning Agreement Signed by mentor	11/10/2010	
Resume	11/18/2010	
Project Proposal Presentations <u>Last chance</u>	11/23&24/2010	
Team Learning Agreement Signed by advisor (OR any time after presentation proposal speech)	11/24/2010	
Request for Recommendation (for early bird/mid-way)	1/3/2011	
Complete Logged Hours with Mentor (15 hours)	2/17/2011	
EARLY BIRD PRESENTATIONS	1/28/2010	
Product/Project Complete	3/31/2011	

MID-WAY PRESENTATIONS	3/10/2011	
RESEARCH		
10 print sources (minimum)		
Copied	2/1/2011	
Read and highlighted	2/3/2011	
Summary paragraphs	2/11/2011	
Student Primary /Generated Sources (2)	2/1/2011	
Document with questions	2/3/2011	
Summary Paragraph	2/10/2011	
Bibliography-MLA Format	2/17/2011	
Request for Recommendation No Later Than	5/2/2011	
Reflection Paper (pgs. 23 & 27)	5/19/2011	
FINAL SHOT PRESENTATIONS	5/25&26/2011	
REMINDER: Portfolios, presentation outlines or note cards, products, research, logs, etc must all be done BEFORE you give a presentation to the grading panel (early, mid-way or final shot)		