Wendell High School

Senior Project Handbook

2019-2020



Informational Booklet for Students, Teachers, and Parents

Forms, Handouts, and Explanations

Table of Contents

Table of Contents……………………………………2

Introduction and Overview……………………….....3

Due Dates …………………………………………..4

Proposal Instructions………………………………..5-6

Don’t Panic………………………………………….7

Proposal Form……………………………………….8-12

Poster of Commitment ……………………………...13-14

Mentor Evaluation Forms…………………………...15-17

Project Journal Information …………………………8-19

Letter to Judges………………………………………20-21

Self-Evaluation .…………………………………......22-23

Portfolio Information ………………………………..24

Open House Requirements…………………………..25

Presentation Requirements & Outline……………….26-27

Scoring Rubrics ……………………………………..28-33

**The Three Main Components of the Senior Project—An Overview**

**The Paper**

A research paper that **proves** a specific thesis—MLA documentation style, with research. Works Cited page and in-text documentation need to be included. This will be completed in Senior English.

**The Project**

Could be any of the following examples:

* **A physical product:** painting, scientific model, fashion outfit, computer program, rebuilt engine, cabinet
* **A written product:** short story, book of poetry, novelette, newspaper articles,
* **A performance:** dance or singing recital, theatrical production, video creation, produce a fashion show,
* **A teaching or leadership experience**: teach junior high health classes about teen alcoholism, coach a little league team
* **A physical experience:** learn to scuba dive, run a marathon, start a fitness program,
* **A career-related project:** investigate a career by working in the field with someone whose currently employed in the area and produce a document related to that field (brochure, guide, pamphlet, business plan, business projections)
* **A technology project:** develop a home page on the World Wide Web, create a video game, build a robot, draw blue prints

**The Portfolio/Presentation**

* A **portfolio** will be compiled that includes all paperwork completed **along the way**:
* A community **open house** will be held—you will display your project/presentation/portfolio and answer any questions
* A formal 8-15 minute **presentation** will be given to a board of judges—**Senior Project Boards**.

**Minimum hours for the Senior Project is 40**

Updated: January 16, 2017

**2019-2020**

**Senior Project Due Dates**

|  |  |
| --- | --- |
| **Due Date** | **Senior Project Component** |
| April 4 | Senior Projects Proposal Form |
| April 11 | Proposal Returned by TAG Advisor |
| April 15-25 | Junior Boards |
| Sept. 12 | Journal Check #1 |
| Sept. 12 | Poster of Commitment (2 color copies) |
| TBA | Research Paper Due English 12A class |
| Dec. 5 | Journal Check #2 |
| Dec. 5 | Project Mid Evaluation (Mentor) |
| Jan. 30 | Recommend Project completed |
| Jan. 30 | Journal Check #3 |
| Jan. 30 | Mentor Evaluation - Final Project |
| Feb. 6 | Table of Contents for Portfolio |
| Feb. 13 | Letter to Judges and Self Evaluation |
| Feb. 20 | Finalized Portfolio |
| Feb. 26 | Open House |
| March 4 | Project Boards |
| March 10 | Thank You Notes |

**\*\*Dates subject to change**

WENDELL HIGH SCHOOL

GRADUATION (Senior) PROJECT

***PROPOSAL INSTRUCTIONS***

Proposals are due: **April 4, 2019 You need to turn in your proposal to your TAG advisor for review**.

**PROPOSALS MUST BE TYPED**. Three “final draft” copies must be submitted to your TAG teacher; one for their file, one for the coordinator’s file, and one for you. The project will be reviewed for correctness (grammar, spelling, typos, etc.) and completion (all needed signatures, etc.) by the Tag teacher and returned to you. Any errors must be corrected and resubmitted to the TAG teacher for approval before the Junior Boards.

The Junior Boards time and date are set up by you, the student, and will include a meeting with your TAG advisor, community mentor, and another adult. You will be asked to present your project proposal, a cost analysis, a time analysis, and be prepared to answer any questions the judges may have regarding the project. This is a formal presentation much like the Senior Boards. Appearance and presentation are important. The Senior Project must be approved at a Junior Boards meeting.

**All forms can be found on The Wendell School District Website in the High School area in a folder under “Senior Projects”.**

Type your responses in bold or italics to set it off from the questions.

**THE RESEARCH PAPER**

The Senior Project research paper relates to the subject area of the student’s project. This paper is an opportunity for students to explore a research topic related to an area of interest based on their project. This paper, however, is not a “How to” or a “History of,” but a research paper written in Modern Language Association (MLA) format. The paper should be based on a thesis. A thesis is a proposition or statement that is defended by arguments based on research. Remember, the thesis statement is the answer to the central question or problem raised.

**THE PROJECT** (Physical or Experience)

The project must incorporate two of the following criteria to be accepted by the Junior Project Committee:

1. Academic: The project involves formal learning of new academic information in fields such as literature, history, science, mathematics, etc.
2. Community Service: The project provides a genuine service to the community or school. All school fundraising projects must follow the district fundraising policies, nutritional guidelines and be approved by Wendell High School student council.
3. Career: The project involves potential future employment with an approved independent (non-family member) private business or public organization.
4. Personal Enrichment: The project provides an opportunity to learn a new skill/hobby.

**THE COMMUNITY MENTOR** (oversees the project and subject matter in research paper)

A non-family member mentor for the Graduation (Senior) Project should be chosen with great care. The choice should be directly influenced by the selection criteria for the project. An ideal mentor, for example, would be an instructor in the academic area of choice, a coordinator for community service, or a business supervisor for a career apprenticeship. Help in locating a mentor will be given if requested. The mentor provides three essential services for the student.

1. Guides the student through the project phase

2. Signs both the mid and final Project Verification forms and writes a letter on behalf of the student

3. Reads and critiques the student’s research paper early on and then in its final form (focusing on **content**).

**THE PRESENTATION/PORTFOLIO**

Each student will present a balanced view of the research information from the paper and the practical experience involved with the project in an 8-15 minute presentation. Each student will be required to incorporate some type of audio-visual aid into his/her presentation unless prior approval has been given by the Graduation (Senior) Project Coordinator to forego that requirement. Each student will also compile a portfolio covering all aspects of the Graduation (Senior) Project.

**THE COST ANALYSIS**

Each proposal will contain a cost analysis done by the students. All materials, advertising, prizes, etc. needed should be examined, prices researched, and thoughtful assessment given regarding how these costs will be covered before the project begins. Be realistic. If the cost will be nothing, that needs to be included as well.

**THE TIME ANALYSIS**

A time analysis must be done for your project. This should contain consideration of each part of the project: the time estimated to complete each phase of the project as well as the entire project.

**40 hours minimum are required for the Senior Project.**

Updated: January 29, 2019

**Don’t panic!**

**Yet**

**At the end of your junior year, you should have:**

* + 1. obtained a medium sized, three-ring binder for your handouts.
    2. printed the handbook from the school district webpage.
    3. read the Proposal Instructions page thoroughly.
    4. downloaded the proposal form as a word document.
    5. printed the check list and put it in your binder.
    6. read over handbook and proposal with parent/guardian.
    7. **picked a project**…you can find tons of ideas by doing a Google search.
    8. started filling out the proposal form and sign your proposal.
    9. have your parent/guardian read the manual and sign your proposal.
    10. read the information about the mentor and then found a mentor.
    11. the mentor read through the manual and have the mentor fill out the form.
        1. the mentor should sign your proposal form.
    12. typed your project proposal using the word document.
        1. put a header on your proposal.
        2. have it checked by your advisor and returned to you.
        3. make revisions
    13. scheduled your junior boards between March 21 and April:
        1. you need your advisor, your mentor and one other person on your junior board.
        2. make any revisions to your proposal.
        3. turn revised proposal in to advisor and when approved you will retype the revisions.
        4. put revised proposal in your three-ring binder.
    14. started journaling all of the above. The instructions and an example are in your manual on page 9 and 10.

**At the beginning of your senior year you should have:**

1. made your commitment poster.

* have it checked by your TAG advisor (or English teacher)
* then print 2 color copies
  + 1. Give one to your advisor (to be displayed).
    2. Put one in your three-ring binder.

1. typed your first journal and have it checked in September.
   * everything you have done so far should be typed and checked by your mentor.
2. checked to be sure you have done all of last year’s tasks and check them and their dates on your check list.
3. started your research paper in English 12A.

revised January 13, 2012

WENDELL HIGH SCHOOL

GRADUATION (SENIOR) PROJECT

PROPOSAL

**THE RESEARCH PAPER**

Purpose Statement: (type it here—The purpose of this paper is to prove to the reader that…)

Potential topics to be researched: (list your topics here)

**THE PROJECT (Physical or Experience)**

Project Proposal: (at least 3-5 sentences on what you will be physically doing and learning)

The project must incorporate two of the following criteria to be accepted by the Senior Project Committee:

1. **Academic**
2. **Community Service**
3. **Career**
4. **Personal Enrichment**

I understand that the finished project will reflect equal attention to two chosen criteria above. My project will use the following two project selection criteria: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I intend to satisfy, in my project, these two criteria by (explanation here – be SPECIFIC)

**MINIMUM HOURS for the Senior Project are 40**

**PROPOSAL OVERVIEW**

1. Project Description: What is the “hands-on” part of your Graduation (Senior) Project, and how will you document your project time for judges (other than a project journal)?
2. Description of the Research Paper: What do you want to know about the area of interest you will research while looking for information that will help you prove your thesis?
3. Relationship between Project and Paper: How are they tied together? Remember, the paper is NOT ABOUT the project, but related to it. How will they support each other?
4. How will this Graduation (Senior) Project (Paper and Physical Project) extend your learning beyond your present experience and knowledge? This is to say, how will there be a learning stretch – what new things will you learn?
5. What background experience do you already have in the area to be studied?

**THE COST ANALYSIS ---- Overall projected costs should be discussed with you mentor.**

Each proposal will contain a cost analysis done by the students. All materials, advertising, prizes, etc. needed should be examined, prices researched, and thoughtful assessment given regarding how these costs will be covered before the project begins. Be realistic. If the cost will be nothing, that needs to be included as well.

|  |  |
| --- | --- |
| **MATERIALS**  **Ex: Gas** | **COST**  **$50.00** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**TOTAL COST: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**THE TIME ANALYSIS**

A time analysis must be done for your project. This should contain consideration of each part of the project: the time estimated to complete each phase of the project as well as the entire project.

|  |  |
| --- | --- |
| **Estimated Start Date:** |  |
| **Number of Months/Weeks to Completion:** |  |
| **Estimated Hours per Week:** |  |
| **Estimated Completion Date:** |  |

TAG Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Approved \_\_\_\_\_\_\_\_\_\_ Denied \_\_\_\_\_\_\_\_\_\_

**THE COMMUNITY MENTOR**

On behalf of Wendell School District, thank you for agreeing to participate in Graduation (Senior) Projects as a mentor. We recognize the time commitment and dedication it takes to be a mentor. Graduation (Senior) projects would not be possible without your assistance.

As mentor of a student at Wendell High School, I am aware that the student I am mentoring must pass all four phases of the endeavor: Proposal, Research Paper, Project, and Board Presentation, in order to graduate.

Both the student I am mentoring and I understand that **falsifying** or **plagiarizing** any aspect of the Research Paper or Project will result in failure of the Senior Research Project.

If you have any questions about being a mentor, please contact the Wendell High School TAG Advisor. I understand that my role as a mentor is to guide the student through the project phases.

Mentor Name:

Title:

Home Address/Zip:

Home Phone: Work Phone:

Home e-mail: Work e-mail:

Mentor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Qualifications: How will this mentor be able to guide the student in the project? What previous experience do they have in the project area?**

**TO THE PARENT OR GUARDIAN**

As a parent/guardian of a student at Wendell High School, I am aware that my son/daughter must pass all four phases of the endeavor: Proposal, Research Paper, Project, and Board Presentation, in order to graduate.

I/We fully understand that the Graduation (Senior) Project selection decision is made independently of the staff and administration of the high school, but is subject to school approval. It is assumed that costs of related activities will be minimal; however, the decision concerning expenditures is up to the student and his/her parent/guardian. I/We therefore assume all responsibility for costs which might be inherent in the Project. It is assumed that the Project will be of an educational nature and will not involve unusual risk. If the Graduation (Senior) Project Coordinators feel that there is unwarranted risk, parents will be notified before approval is given and may be asked to assume liability.

I/We understand that my/our student must complete all portions of The Graduation (Senior) Project (Paper, Project, Presentation, and Portfolio), in order to graduate from Wendell High School. The diploma will be held until successful completion of the Graduation (Senior) Project. Students may return to finish their Graduation (Senior) Project should they not complete any portion of the project.

Finally, both my daughter/son and I understand that **falsifying** or **plagiarizing** any aspect of the Research Paper or Project will result in failure of the Graduation (Senior) Research Project.

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s e-mail address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s e-mail address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Updated: January 16, 2017



**Senior Project Checklist**

**Getting started:**

**Every journey begins with an important first step. The first step in a senior project is to choose a topic that interests you, one that will be fun to study and one that is worthwhile. Refer to the Senior Project checklist below and begin planning your next step as outlined in the checklist.**

**Senior Project Checklist**

**Activity**

**Date Due**

**Date**

**Completed**

**Comments**

**Senior Projects Proposal form** Mar. 7, 2012

Student’s signature

Parent’s signature

Senior Projects TAG signature

**Proposal Return by TAG Advisor** Mar. 14, 2012

**Junior Boards** Mar 21-Apr 4

**Journal Check #1** Sept. 19, 2012

**Poster of Commitment (2 color copies)** Sept. 19, 2012

**Research Paper**  Nov. 9, 2012

Topic

Outline/note cards

First Draft

Revision

Final Draft

2nd Tri Nov. 9 , 2012

3rd Tri Feb. 8, 2013

**Journal Check #2** Dec. 2, 2012

**Project**

Project Plan submitted Mar. 3, 2013

Parent’s approval plan Mar. 20, 2013

Resources identified Mar. 20, 2013

Procedures outlined Mar. 20, 2013

Journal/learning log submitted Mar. 20, 2013

Project completed Mar 20, 2013

**Project Mid Evaluation (Mentor)** Dec. 12, 2012

**Journal Check #3** Jan. 9, 2013

**Mentor Evaluation—Final Project**  Mar. 6, 2013

**Table of Contents for Portfolio** Mar. 13, 2013

**Letter to Judges & Self Evaluation** Mar. 13, 2013

**Finalized Portfolio** Mar. 20, 2013

**Oral Presentation** Mar. 20, 2013

Speech Outline submitted Mar. 6, 2013

Note cards developed Mar. 6, 2013

Speech/presentation practiced Mar. 6, 2013

**Open House** April 4, 2013

**Project Boards** April 11, 2013

**Follow—up**

Feedback received April 12, 2013

Thank You Notes to advisors, mentors, judges April 12, 2013

Portfolio completed April 12, 2013

**Poster of Commitment**

**Senior Project Checklist**

**Getting started:**

**Every journey begins with an important first step. The first step in a senior project is to choose a topic that interests you, one that will be fun to study and one that is worthwhile. Refer to the Senior Project checklist below and begin planning your next step as outlined in the checklist.**

**Senior Project Checklist**

**Activity**

**Date Due**

**Date**

**Completed**

**Comments**

**Senior Projects Proposal form** Mar. 7, 2012

Student’s signature

Parent’s signature

Senior Projects TAG signature

**Proposal Return by TAG Advisor** Mar. 14, 2012

**Junior Boards** Mar 21-Apr 4

**Journal Check #1** Sept. 19, 2012

**Poster of Commitment (2 color copies)** Sept. 19, 2012

**Research Paper**  Nov. 9, 2012

Topic

Outline/note cards

First Draft

Revision

Final Draft

2nd Tri Nov. 9 , 2012

3rd Tri Feb. 8, 2013

**Journal Check #2** Dec. 2, 2012

**Project**

Project Plan submitted Mar. 3, 2013

Parent’s approval plan Mar. 20, 2013

Resources identified Mar. 20, 2013

Procedures outlined Mar. 20, 2013

Journal/learning log submitted Mar. 20, 2013

Project completed Mar 20, 2013

**Project Mid Evaluation (Mentor)** Dec. 12, 2012

**Journal Check #3** Jan. 9, 2013

**Mentor Evaluation—Final Project**  Mar. 6, 2013

**Table of Contents for Portfolio** Mar. 13, 2013

**Letter to Judges & Self Evaluation** Mar. 13, 2013

**Finalized Portfolio** Mar. 20, 2013

**Oral Presentation** Mar. 20, 2013

Speech Outline submitted Mar. 6, 2013

Note cards developed Mar. 6, 2013

Speech/presentation practiced Mar. 6, 2013

**Open House** April 4, 2013

**Project Boards** April 11, 2013

**Follow—up**

Feedback received April 12, 2013

Thank You Notes to advisors, mentors, judges April 12, 2013

Portfolio completed April 12, 2013

Once your project has been approved, you must design a poster that represents commitment to your project. The posters will be displayed (with your senior picture) until you complete your project—after Senior Project Boards.

Information needed (and other requirements) on Poster:

* 8 ½ X 11
* Topics you will be researching for your paper
* Project Description
* A graphic that represents one or the other
* Your picture
* Your name
* Titled: Senior Project Commitment
* Must be printed in color

You will turn TWO copies into your TAG teacher.

Sample to follow

Senior Project Commitment

**Name**



**Project:**

**I will hold a benefit concert for the Field Band Foundation involving both the High School and Middle School band and choir programs**

**Wendell High School**

Picture

**Topics to be researched:**

**Music programs allow school aged children to express themselves in a positive way, enrich their minds and improve abilities**

**Senior Project Mid-Term Mentor Report**

**Project Phase Only**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number\_\_\_\_\_\_\_\_\_\_

Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number\_\_\_\_\_\_\_\_\_\_

Thank you very much for the time and effort you are contributing to our student and his/her Senior Project. We very much appreciate your time and energy.

Have you seen the student’s Project Log Yes\_\_\_\_\_ No\_\_\_\_\_

Please respond to the following:

The student has conferred with me about his/her project Yes\_\_\_\_\_ No\_\_\_\_\_

How many times have you met with your student thus far? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In what ways have you worked with the student?

The student is making satisfactory progress at this point and should be able to successfully complete the Project phase by January 30, 2020.

Yes \_\_\_\_\_ No \_\_\_\_\_

Comment:

Please give a brief explanation of any concerns or questions you may have about the student’s progress toward completion of his/her project.

Mentor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Wendell High School**

**Senior Project Final Mentor Verification**

**Project Phase Only**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number\_\_\_\_\_\_\_\_\_\_

Project Description\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As a mentor, we are asking you to verify this student’s efforts on his/her Senior Project. Since most of the time spent on the project phase has been out-of-school, verification of the student’s effort is necessary. Please answer the following questions to help us evaluate your student’s project. Keep in mind that the student’s Research Paper has already been evaluated. This form refers only to the physical project.

1. Have you seen this student’s Project Journal? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Can you verify that he/she has completed the Project? If you cannot, please DO NOT sign this form until you are assured the Project is completed.

Yes \_\_\_\_\_ No \_\_\_\_\_

1. How many hours do you feel this student has spent (there isn’t a minimum)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you seen this Project at different stages of completion, not just the final phase?

Yes \_\_\_\_\_ No \_\_\_\_\_

1. Your student should have been keeping contact with you both with respect to the Paper and Project. Comment on how they did in this aspect.
2. Please evaluate how this student has seemingly extended his/her learning beyond previous experience and knowledge by way of doing this project.

(over please)

1. What problems did the student encounter and overcome in doing the project?
2. What successes have you seen this student achieve as a result of the project?
3. Comment on anything else you feel is pertinent.
4. Would you mentor a Senior Project again? Yes \_\_\_\_\_ No \_\_\_\_\_

Mentor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Physical Project Journal**

All students will be expected to keep a project journal (which will be included in the Senior Project Portfolio). They should have a journal entry for EACH time they work on the project. This journal should begin with the date and end with the actual time (hours, minutes) spent on the project on that occasion. As well as describing what he/she did, the student should include in journal entries successes and failures, frustrations and victories. In other words, the journal should record not just time and work done, but also **feelings, emotions, and reactions** (it explains the **learning** that took place) as well. A journal entry could cover as little as a short phone call to arrange an interview, or as much as a day spent skiing at Pomerelle. The journal is very important when the teacher evaluates the project.

You can choose the format of your journal—it could be done in chart form or just word processed. You can write it or type it—if you write it, you need to make sure it is legible. You can even keep you journal in a notebook—make sure it is accessible as you work on your project.

It should be evident that the journal has been an on-going document—it should also include MENTOR SIGNATURES WITH DATES (**at least three signatures from mentor required**). Your final journal entry, which must be signed by your mentor, should cover the final aspects of your project. Each journal and mentor evaluation form is worth points to your end total. You must have a 70% on the project to pass Senior Projects.

The first page of your journal should have the following information **(This information must be at the beginning of your journal regardless of the format you are using.)**

**Name Date**

**Research Topic:**

**Project Topic:**

**Mentor: Name**

**Position**

**Telephone**

**Description of Project (including persons, places, and times**)

The Actual Journal**: (Include what you did, when you did it, how long it took each time, and what you learned from it**) This can be done in chart form, in a notebook, or on the computer in word form—whichever is easier for you.

**Date:**

**Start Time:**

**End Time:**

**Entry:**

**Sample to follow**

**Project Journal Sample**

**Name:** Jenna Jones

**Date:** May 1, 2012

**Period:** 1st Hour

**Research Topic:** Quilting is a favorite pastime

**Project Topic:** Piece a quilt and hand quilt it

**Mentor: Name:** Becky Long

**Position:** Jerome High School Bookkeeper

**Telephone:** 324-7153

**Description of Project:** I pieced a quilt together and hand quilted it. I picked out my own fabric and also designed my own pattern. I made matching pillow shams and decorative pillows.

**Log:**

December 10, 2012

* My mentor and I went to Hancock Fabric to pick out my material. We also designed the pattern we would make.
* I learned that it is hard to match and choose material that goes together and will fit your chosen pattern. I had first thought I would do an Americana theme, but when it came time to pick my fabric I couldn’t find anything I liked. I found some material I really liked, so I chose three other fabrics that matched.
* Total time: **2 hours**

December 25, 2012

* I began just cutting strips and squares of material for my quilt.
* At first I was really nervous about working the rotary cutter. My aunt had just had to get stitches from cutting her finger badly with one. I was really careful, and by the end of the quilt I was comfortable using the rotary cutter.
* My mentor showed me how to properly cut the material and how to fold it straight so I could cut more than one strip at a time.
* Total time: **1 hour**

January 14, 2013

* I sewed strips together
* This was my first attempt at sewing and working on the sewing machine. I learned that I wasn’t very good at sewing a straight line. The way I tried to solve this was to put a piece of tape one the sewing machine desk, to act as my guide.
* Total time: **1 ½ hours**

**Letter to Judges**

A letter to “the judges” needs to be the first item in your portfolio. Judges may be faculty members and/or community members. The judges will be present at the senior project boards. The purpose of this writing is to give the judges an introduction to you as a whole person, beyond the work you have done on The Senior Project. They will be able to see you as a young adult with goals, interests, and opinions. The following is a list of requirements for your letter—how it should be set up and information that should be included.

* Business format—**full block style**
* Brief Biography
  + Where have you been?
  + Where are you headed? (what are your plans for the future)
* Why did you choose this topic?
* What did you know before you began?
* What did you learn?
* What did you research?
* What did you learn from your research?
* Describe project
* What things went well? What didn’t? How did you handle it?
* Overall conclusions about The Senior Project.

Sample to follow

123 Somewhere St

Anywhere, ID 88888

October 28, 2012

Judges, Wendell High School Senior Project

1000 Anywhere St.

Anywhere, ID 88888

Dear Judges:

As a soon-to-be graduate of Anywhere High School, I will take this opportunity to tell you about some of the things I learned this year. I learned the following: procrastination is not the answer, graduation is earned (not just given as an automatic ticket at the end of the senior year), and I can accomplish a lot more than I ever realized I could if I work hard and stay with it. These lessons will be very useful to me when I leave here and go on to further training and into the workforce.

I wasn’t sure if I could make it through four years of high school and graduate. My family has moved around a lot, and I always felt behind in school. Whenever we would move into a new area, I would go to the nearest school, but often it was very frustrating. I would have to repeat something I had already learned or be confused because I came in during the middle of the unit. But it has always been important to me to get a good education because I want to have a productive life for myself and for my family in the future. I will be the only member of my family who has graduated from high school. They are proud of me, and I am proud of myself.

The choice of my Senior Project on carpentry relates to my career goal. I want to be a master carpenter. I love wood and working with it. I can see myself making beautiful pieces of furniture and cabinets for new homes. Too many people these days don’t appreciate the time and skill it takes to make quality furniture. I would like to draw their attention to the craft of carpentry. My family appreciates my hard work in this area. In fact, my parents and brothers and sisters are currently fighting over who gets to keep the maple dresser I made for my project. I want to leave something of myself with them when I move so I gave it to them.

Although I had to cut back on my hours of work at a nearby restaurant to work on school assignments and projects this year, I am now very happy that I did. I found that I enjoyed researching about my career goal in carpentry, and I really gained a lot of satisfaction from making my maple dresser.

Thank you for taking the time to read my portfolio and for listening to my presentation. I hope you have found them interesting.

Sincerely,

Senior Student

Senior Student

**Senior Project Self-Evaluation**

*(Must be Typewritten)*

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TAG teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Describe your physical project IN DETAIL:
2. How many total hours did you spend on your physical project? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What date did you start? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What date did you finish? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What materials did you use?
6. What are three things you learned from working on the physical project?

a.

b.

c.

1. What are three things you learned from your research paper?

a.

b.

c.

1. How do you feel that your project will compare with others?
2. What problems did you encounter? How did you overcome these problems?
3. Did your physical project turn out the way you planned? If not, why?
4. What would you do differently if you could start all over (in regards to either the physical project or the research paper)?
5. What did you learn about yourself?
6. What grade do you think you deserve? Justify this grade in 50 words or more.

My grade: \_\_\_\_\_\_\_\_\_\_\_\_\_

Justification:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Senior Project Portfolio Requirements**

The following is the order (and checklist) for your Senior Project Portfolio. It would be best to used dividers of some sort to ensure organization of your portfolio.

**\_\_\_\_\_** Commitment Poster (Slide in the outside pocket of your binder)

\_\_\_\_\_ Table of Contents—this might not have page numbers, but should explain the organization of the portfolio.

**\_\_\_\_\_** Letter to Judges

**\_\_\_\_\_** Proposal

* Many of you had to revise your thesis—be sure to put both your original thesis (where it says “tentative thesis” on proposal) and your revised thesis (where it says “final thesis” on proposal).
* Also be sure all parts of it are signed—you may tear the original signature page from your first proposal if nothing has changed.

**Project Section**

**\_\_\_\_\_** Project Journal with three mentor signatures

**\_\_\_\_\_** Self-Evaluation Form

**\_\_\_\_\_** Mentor Evaluation Forms (midterm and final)

**Paper Section**

**\_\_\_\_\_** Research Paper (clean, revised copy)

**\_\_\_\_\_** Research Log (working bibliography—all notes taken for research

paper—including your interview and interview evaluation form.)

**\_\_\_\_\_** Presentation Materials (optional)

**\_\_\_\_\_** Pictures, etc. of different aspects of the project (Make it pretty)

**Open House Requirements**

**Purpose:** The purpose of the open house is to give students the opportunity to PRACTICE for the Senior Project Boards. It also gives the community the opportunity to come in and see the wonderful work our students have done.

**Before the Open House**

* You are responsible for providing your own electronic equipment (TV, VCR, DVD, Computer, etc).
* Let your TAG teacher know if you need access to a power outlet
* You are responsible for getting your own chair (NO rolling chairs)
* *If you will be unavailable for the Open House, you will be required to present your project to 3 classrooms. It is your responsibility to communicate with your TAG teacher* ***in advance*** *if you will not be at the Open House to arrange classroom visits.*

**Must haves at the Open House:**

* A tri-fold display board—neatly done
  + Evidence for both your paper and project should be on the display
  + Pictures, other graphics, charts, etc.
  + You might even display some of your research for the paper.
* If possible, bring in your project
* **Dress professionally**—you are representing the school.
* You must remain at your project during the **entire** open house.

**After the Open House:**

You may not leave until you have done the following:

* Clean up around your area
* Fold up the table at which your project was displayed
* Turn in your portfolio to the Senior Project Coordinators

**Senior Project Board Presentation Requirements**

For the presentation portion of the project, you will be giving an 8-15 minute presentation to a panel of judges

Length: No less than 8 and no more than 15 minutes.

Required attire: Business dress—you should treat this like you are interviewing for the most important job you would ever want.

Purpose: To present what you have learned through this whole process

* What did you prove in your research paper?
* What did you learn?
* What was your physical project
* How were your research paper and physical project linked?
* What obstacles did you encounter—how did you overcome them?
* Did your project work?
* What might you change if you did it again?
* What went well?
* Memorable moments?

What to include: Visual presentation of your learning

* The physical project
* Photographs of you actually doing your project
* Video of you completing your project (especially if you do not have a physical project to show)
* Display (could be done through PowerPoint)
* Thanks to those who helped you.

You must speak for 70% of your presentation. In other words, you can’t just show a video of your project the whole time. This is an assessment of your speaking abilities.

Be prepared to answer questions

YOU MAY USE THE SAME DISPLAY FOR YOUR PRESENTATION THAT YOU USED AT THE OPEN HOUSE.

Possible outline for your presentation speech to follow

**Presentation Outline for Senior Project Boards**

Introduction (Time:\_\_\_)

* Attention getter:
* Go over main points of presentation (briefly state what you will tell the audience concerning the following)
  + Research Paper
  + Physical project
  + Connection
  + Learning Stretch
  + Evaluation
  + Miscellaneous

Body

Research Paper (Time:\_\_\_\_\_) [The discussion of your research paper should comprise about 55-60% of your presentation]

Thesis

1st main point (with facts to support)

2nd main point

3rd main point

Physical project explanation and discussion: (Time: \_\_\_\_\_)

Connection between the Paper and the Project (Time:\_\_\_\_\_)

Learning Stretch: (Time:\_\_\_\_)

Conclusion: (Time:\_\_\_\_\_)

Evaluation (of yourself and the entire process)

Miscellaneous

Are there any questions?—Time for Question and Answer period

Post Speech: Thank the judges, shake hands, collect your presentation materials, exit the room.

**Poster of Commitment Grading Rubric**

**Student Name: TAG Teacher:**

**Highest 4 to lowest 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format:** Title and student name – visually appealing | 4 | 3 | 2 | 1 |
| **Project information:** Thesis statement of project purpose and brief description of project. | 4 | 3 | 2 | 1 |
| **Paper information:** Paper’s thesis statement and brief paragraph explain focus of paper (plan). If student has not had 12A English – area of research is acceptable in place of thesis statement. | 4 | 3 | 2 | 1 |
| **Photo of student :** School appropriate | 4 | 3 | 2 | 1 |
| **Photo of project or clip:** School appropriate | 4 | 3 | 2 | 1 |
| **Punctuality:** Poster was turned in on time | 10 | 7 | 4 | 1 |
| **Overall Total** | | | |  |

Comments:

**Project Journal Grading Rubric**

**Student Name: TAG Teacher:**

**Journal #:**

**Highest 4 to Lowest 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format:** Journal entry included the following: Time spent, Task(s) completed, and Learning that occurred | 4 | 3 | 2 | 1 |
| **Problem Solving**: Journal illustrated challenges encountered by student, and how they were overcome, in the course of completing Project portion of The Senior Project. | 4 | 3 | 2 | 1 |
| **Community Involvement**: Journal illustrated involvement with community mentor through entries and signatures by the mentor | 4 | 3 | 2 | 1 |
| **Learning**: Apparent learning stretch present through reading journal entries | 4 | 3 | 2 | 1 |
| **Presentation**: Journal is easy to read and meets conventions of mechanical accuracy | 4 | 3 | 2 | 1 |
| **Punctuality:** Journal was turned in on time | 10 | 7 | 4 | 1 |
| **Overall Total** | | | |  |

TAG TEACHERS: Fill one of these out for each journal check. Add the 3 scores together and transfer to the Portfolio Grading Rubric.

**Portfolio Grading Rubric**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TAG Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **POINTS POSSIBLE** | **SCORE** | **PORTFOLIO ITEMS** |
| **5** |  | **Title page** or Poster of Commitment |
| **15** |  | **Letter to the judges** explaining why the student chose the topic, why it was a learning stretch, what the student learned from the semester’s work, problems and accomplishments, etc. (SHOULD BE TYPED.) |
| **5** |  | **Proposal Form** |
| **90** |  | **Project Journal** of work done on project including time spent and learning that occurred. (add 3 previous scores; must have a 70% to pass) |
| **15** |  | **Project self-evaluation form** |
| **20** |  | **Mentor Evaluation Forms—**these MUST be in the portfolio in order to pass the portfolio and project portions of the Senior Project (must have a 70% to pass) |
| **20** |  | Graded copy of **research paper** |
| **5** |  | **Organization** |
| **/175** | | **TOTAL (70% needed to pass (123 points))** |

Put (—) in any score box in which item is missing. **Comments:**

**Open House Rubric**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TAG Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Points**  **Possible** | **Score** | **Open House Requirements** |
| **25** |  | Participation: At display during entire open house in order to practice presenting all parts of Senior Project—paper and physical project |
| **50** |  | Display appropriately represents work done by the student for the research paper and the project equally |
| **15** |  | Display includes a tri-fold board with graphics, pictures, etc that represent the paper and the physical project, and the actual physical project is present (if possible) |
| **5** |  | Portfolio is turned in a the end of the open house (to be filled in by Senior Project Coordinator) |
| **5** |  | Student is dressed appropriately |
| **TOTAL** |  |  |

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Senior Project Boards--Presentation Rubric** | | | | | |
| **Area I: Content/Organization--57 pts.** | Superior | Excellent | Capable | Emerging | Not Present |
| **Introduction**--clear purpose, interesting attention-getting device | 7 | 6 | 5 | 4 | 0 |
| **Body of Speech**--main points supported by accurate and appropriate detail, logical organization, depth of research goes beyond general knowledge. | 16 | 14 | 12 | 10 | 0 |
|  |  |  |  |  |
|  |  |  |  |  |
| **"Learning Stretch"** clearly explained and supported--Application of learning--self-discovery evident "I learned", "I never knew", etc. | 7 | 6 | 5 | 4 | 0 |
|  |  |  |  |  |
| **Conclusion**--summarizes, makes a memorable impression | 6 | 5 | 4 | 3 | 0 |
| **Balanced Content**--not too much on research paper or too much on project--shows a relationship between the paper and the project | 6 | 5 | 4 | 3 | 0 |
|  |  |  |  |  |
| **Language usage**--standard grammar, accurate pronunciation, word choice, transitions, etc. | 9 | 8 | 7 | 6 | 0 |
|  |  |  |  |  |
| **Visual/Audio aids**--interesting, appropriate, neat, creative Demonstration/model if appropriate | 6 | 5 | 4 | 3 | 0 |
|  |  |  |  |  |
| **Area II: Delivery--33 pts.** | Superior | Excellent | Capable | Emerging | Not Present |
| **Eye Contact**--does not just read off cards or PPT, looks around | 8 | 7 | 6 | 5 | 0 |
| **Non Verbal**--poise, posture, mannerisms, gestures | 7 | 6 | 5 | 4 | 0 |
| **Verbal**--volume, articulation, rate, pitch, tone | 7 | 6 | 5 | 4 | 0 |
| **Appearance/Dress**--appropriate for subject. Some will be in costume or in uniform. If neither is used, business attire is appropriate | 5 | 4 | 3 | 2 | 0 |
|  |  |  |  |  |
| **Enthusiasm/Sincerity** | 6 | 5 | 4 | 3 | 0 |
| **Area III: Answering Questions--10 pts** | Superior | Excellent | Capable | Emerging | Not Present |
| **Impromptu Skills**--confidence and fluency in answering questions--Quality of re-  sponses--information and knowledge represents depth of information, questions re- phrased in answers if appropriate--Body language and answers demonstrate interest, enthusiasm and poise | 10 | 9 | 8 | 7 | 0 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| (Passing is 70 points total) 86-Excellent 100-Superior | **TOTAL** |  |  |  |  |
|  |  |  |  |  |

**Senior Project Grading Rubric**

**Student Name:**

**TAG Teacher:**

|  |  |  |
| --- | --- | --- |
| **Each Portion of Project (70% must be received to pass each portion)** | **Pts. Received** | **P/F** |
| Mentor evaluation forms (TAG Teacher) | /20 |  |
| Project journal (TAG Teacher) | /90 |  |
| Paper (English Teacher) | / |  |
| Presentation (Senior Boards) | /100 |  |
| Open House | /100 |  |
| Portfolio (TAG Teacher) | /175 |  |

**Final Grade:**

Updated:

Feb. 14, 2013