

West Shore Senior  
Project  
*"A Rite of Passage"*



*Your project, your choice,  
your success!*

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**SENIOR PROJECT**  
**West Shore Junior Senior High School**

Dear Students, Parents, and Guardians,

As your son or daughter enters his/her senior year, I want to inform you about our award-winning Senior Project. This project is designed to be an exciting and rewarding experience that allows students to showcase the skills and expertise they have been developing throughout their education. In addition, our Senior Project has gone through a critical review of 31 areas and been awarded national certification by the Partnership for Dynamic Learning. The Senior Project was founded over 30 years ago by its director, Carleen Osher, and is part of a quality education in 28 states. The Senior Project should encourage students to explore in depth a topic of special personal interest. Such topics may include professional, scientific, cultural, or historical issues, or some pursuit in a field new to the student.

The Senior Project Handbook will help guide you through all phases of the project. After committing to a project that truly reflects personal interest, students will need to manage time carefully and follow the Senior Project timeline provided here. Graduates from West Shore and other schools who participate in the Senior Project report that their projects were a memorable accomplishment of their final year of high school with a positive impact on their later success.

The Senior Project has four components: the Research Paper, the Product, the Presentation, and the Portfolio. The final grades for each of these components will be reflected in the Senior Seminar class and English IV. If a student does not take English IV, the Senior Project still must be completed as a requirement of West Shore and have additional weight elsewhere regarding their graduation status. Additional guidance in implementing the phases of the Senior Project will be provided through Senior Seminar class and the Senior Project Coordinator. Two Senior Project days may be taken to meet with project consultants or to work on the project. Only one day per semester will be allowed and the excused absence **will** count toward the 9 days maximum absences. Please note that the Senior Project is one part of the parent/student contract to attend West Shore. In addition, all phases of the Senior Project must be satisfactorily completed and approved in order for a student to receive the Diploma of Distinction from West Shore.

This will be an exciting year! Please take the time to read and discuss the information included in this handbook. If you have any questions, please contact West Shore's Senior Project Coordinator.

Sincerely,

Rick Fleming  
Principal

**Advisory Board**  
Senior Project Coordinator  
Administration  
Guidance

## What is the Senior Project?

- **Seniors are required to complete these steps as part of a Senior Project:**
  - Research and write an academic research paper on a topic of personal interest.
  - Create a product, activity, or visual aid with assistance of a project consultant.
  - Maintain a portfolio of the process.
  - Present the project to a board of school and community representatives for judging.
- The Senior Project is part of the behavior contract signed by each student and his or her parents for attendance at West Shore Junior/Senior High School. It is also one of several components required to receive a Diploma of Distinction from West Shore.

### Senior Project Affirmations

--Carlene Osher, Sr. Project Founder  
Medford, OR

- Self-esteem is not nourished by meaningless hollow praise, but rooted in the challenge of independent exploration into the excitement of learning, the satisfaction of problem solving, and pleasure and success found in the completion of the difficult.
- The last vision one has of high school should be one of active, independent learning, success and academic accomplishment.
- In order to practice decision making, students must have choices. Some of their decisions may be poor ones; let the learning begin.
- Focusing expectations on all seniors academically sends a powerful message to the younger students.
- A chain with weak or broken links is not very strong. Educators, parents, business leaders and students must fuse together.

Why is the Senior Project required? (adopted from Lodi Unified School District Sr. Project Handbook)

The Senior Project is a student-driven project that:

- Requires a learning stretch
- Requires responsibility in areas of time management and diligence in following through on a long-term project.

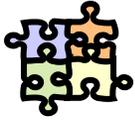
- Crosses curriculum lines, bringing strands of learning together and providing “connectedness.”
- Creates a life-long learner who knows how to access information, use technology, use reading, critical thinking and writing skills.
- Fosters a positive campus atmosphere, especially providing role models for grades 7 – 11, who observe what seniors are doing.
- Provides teachers at all grade levels an opportunity to see what students “achieved” in their education.
- Involves the entire school and community, not only in mentoring and advising, but in the evaluation process as well.

**How is the Senior Project different from other class work? (adopted from Lodi Unified School District Sr. Project Handbook)**

The Senior Project:

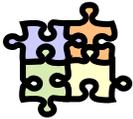
- Is student-driven, student initiated.
- Is a long-term commitment that crosses curriculum lines and weaves together multiple strands of learning.
- Is a partnership involving the school, the home, and the community all working together to support the student.
- Involves the entire staff.
- Requires a consultant to work with each student.
- Must demonstrate a learning stretch.
- Requires research, oral communication skills, and a hands-on approach to learning. All 3 are not necessarily present in regular classroom projects.
- Is a culminating activity for 12 years of school. In this sense, it is similar to an exit exam or exit portfolio of student work.
- Is a component required to receive a Diploma of Distinction at West Shore.

## Phases of the Senior Project - the Four P's



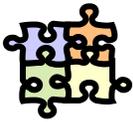
### Paper

In the first phase, you choose a topic. Students should choose a topic they are genuinely interested in learning more about. The topic may be academic or practical. The key principle is to choose a topic you find interesting and that will *stretch* your current knowledge. Many kinds of information are available to you, and you will be expected to use reading, computer, and interviewing skills to investigate sources. You will be expected to find a consultant to advise you about your area of interest. In addition, your Senior Seminar teacher will guide you through the process of researching, writing, and documenting a scholarly paper, using Modern Language Association (MLA) format or American Psychological Association (APA) format. You will complete the paper in the first semester, and the grade will be part of your first semester grade in English IV and Sr. Seminar class.



### Product/Project

The second phase of the Senior Project requires you to apply the information you have gained from research to create something yourself. Your product can take a number of forms, including a performance, a physical product, or a visual documentation of what you have learned, such as a video or scrap book. The form you choose should demonstrate a direct correlation between your research and the type of project you produce. A minimum of 20 hours of documented work will be required which must be reflected in your Senior Project journal. **The Senior Project should not require much expense.** If your anticipated project is costly, you may wish to consider another alternative. The product grade will count in your English IV and Sr. Seminar class.



### Portfolio

Your portfolio will document the entire process of your Senior Project. Your portfolio must include copies of all required forms. It will include a letter to the judges, a copy of the final draft of your research paper, consultant forms, and a self-evaluation. You are required to keep a journal of your process, and that will be included. You may want to add photographs or prototypes of your product. **The Senior Project Portfolio is separate from, and in addition to, your Senior product.** The portfolio grade will count in your English IV and Sr. Seminar class.



### Presentation

The final phase of your Senior Project is the presentation, also referred to as the “Senior Boards.” Your presentation will consist of a 6–10-minute presentation in front of a panel of judges, followed by a question and answer session with the panel. The panel will include at least one faculty member and several judges from the community. This grade will also count toward your English IV and Sr. Seminar class.

### Honors Projects

Excellence Achieved as the vision for West Shore extends to seniors that excel on their Senior Project.

**You must declare your intention to do an Honors Project on your Proposal Form.** You have until the day research papers are due to declare your intention as an Honors project. To receive this honorary distinction:

Paper, Product and Portfolio must receive a 95% or better

Research paper must be at least 3,000 words (not including the heading/reference page)

Paper must use statistics or data to support their argument using a chart, graph or data table

Project leaves a legacy (as determined by the Senior Project Advisory Board)

## Senior Project Parent/Guardian Informed Consent

As the parent/guardian of \_\_\_\_\_, who is a student, enrolled at West Shore Jr/Sr High School, I am aware the Senior Project is part of my son or daughter's West Shore contract and that he/she must pass all phases of the Senior Project to receive a West Shore Diploma of Distinction. For the project my son/daughter has proposed to complete the following:

**Proposed Project:**

\_\_\_\_\_

**Proposed Physical Product:**

\_\_\_\_\_

**Proposed Research Paper Topic:**

\_\_\_\_\_

\_\_\_\_\_

1. I fully understand that the selection of the product component is a decision made independently of the staff and administration of the school. This project selection is solely the decision of the parent and student, and I recognize and agree that the District is not responsible for any possible risks that might exist in the student participating in such activity or any cost that might be involved.
2. I understand that a Project Consultant is required and should be supervised by the parent. A completed Project Consultant Agreement form, log and evaluation form are required for the successful completion of this project.
3. I understand that plagiarism or falsification of any documents or work will result in a zero grade and the student will be ineligible for the Diploma of Distinction.
4. I understand that it is the student's responsibility to successfully complete all the requirements of the Senior Project. A student who fails to successfully complete all the requirements may seriously impact their high school GPA.
5. I understand that *two* Senior Project days may be taken to meet with mentors or to work on the project as previously stated in Principal, Mr. Fleming's letter (front of the handbook). Only *one* day per semester will be allowed and the excused absence from school will count toward the nine days maximum absences allowed by the Brevard School Board. (*A Prearranged absence form must be completed and submitted to the attendance office prior to the absence.*)
6. I understand that the student is required to meet all deadlines. A student may request a one-week extension of a deadline in writing from the Senior Project Coordinator no later than three school days before that portion is due. If the student is absent on a due date, the student must contact the appropriate teacher and be parent or doctor excused.

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

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

\_\_\_\_\_  
**Date**

## PRODUCT/PROJECT REQUIREMENTS

(adapted from Lodi Unified School District)

Some students think that it is a cinch to choose what they call an “easy” project. “I’ll just choose something that won’t take much time or effort just to get it done.” Without exception, the students who have done this found several things to be true: 1) *easy* turned out to be *difficult* because there wasn’t much to the project in the first place; 2) there was no challenge or risk and therefore the whole experience was unsatisfying; 3) they did not feel proud of their accomplishment because there was none, and; 4) they wasted their time. The following guidelines will help to define a good product.

- **Evidence of physical product.** There should be evidence of your progress in completing your product in the form of photos, video, Audience Evaluation form, surveys, display boards, certificate, multi-media, etc. **The product must be separate from the portfolio and “tells the story” of your learning process.**
- **Minimum of 20 hours outside of the classroom. This is required to score full points on the rubric. *Development over time is essential, not just within a weekend. Lack of time management could cause a “No Pass” on the product and portfolio!*** Time spent on additional documentation (scrapbook) does not count toward the 20 hours of learning time needed on the actual product.
- **Must demonstrate a learning stretch.** A learning stretch is a challenge and/or risk. It is designed to stretch your abilities, talents, interests, etc. It cannot be something you have done already; it must go beyond your current level of competence.
- **Self-evaluation form must be completed.** The last part of the product is the self-evaluation. It must show evidence of personal growth, an application of knowledge, problem-solving, personal involvement, etc.
- **Evidence of project consultant involvement (at least 3 contacts).** The Senior Project requires problem-solving skills, and one of the most annoying problems is trying to schedule time with a consultant. Simply saying “our schedules didn’t match” is an unacceptable excuse. Choose your consultant wisely; they should be accessible to you.
- **Project Consultant Evaluation and Consultant Logs completed.** Your consultant has knowledge of your skill level and work ethic. This will be important feedback for self-reflection.
- **Process reflected in Product Logs.** Students must keep a log book of their experiences working on the physical product. The logs are to contain information outlined in the next pages.
- **Audience Verification form (if applicable)** If your product involves learning voice or an instrument, at least 6 hours of **professional lessons are required** and evidence of a performance will be documented by Audience Verification forms (obtained from the Senior Project Coordinator) and a video.

**NOTE: If a student is found to have falsified any of the above documents or work, the product and/or portfolio will receive a zero. The student will not be eligible for a Diploma of Distinction.**

## **Product/Project Checklists**

**\*Pick one of the three areas below and follow the appropriate checklist**  
**Created or Built projects**

No scrapbook or video is required but you must provide **additional documentation** in this section of your **portfolio**.

\_\_\_ Includes additional documentation such as pictures, certificates, etc. that show how you obtained your skills and finished project.

\_\_\_ Contains captions explaining what is going on in the pictures to show the process of where you started in your project to how you reached your end point, the finished product.

\_\_\_ Audience verification forms (if applicable)

\_\_\_ Stretch is evident

\_\_\_ Neat and professional

### **Scrapbook (cooking, cake decorating, competition, scuba, sailing, etc.)**

\_\_\_ \*Tells a story of Overall process (if not, add intro and conclusion to your book that does this).

\_\_\_ Includes pictures of steps/process and progress

\_\_\_ Includes captions explaining what is happening in pictures

\_\_\_ At least 10 pages long, front and back/ (20 pages front/back for documenting travel)

\_\_\_ Neat, legible

\_\_\_ Is creative/includes creative components

\_\_\_ Evidence of stretch

\_\_\_ Audience verification forms (8)(if applicable)

### **Video (yoga, surfing, karate, learning an instrument, etc.)**

\_\_\_ Tells story of start to finish of the process (6-10 minutes)

\_\_\_ Include narration and/or captions to explain what is happening in the video

\_\_\_ Has intro and conclusion (can be done in interview style format)

\_\_\_ Video has clearly been edited to look professional and polished

\_\_\_ Evidence of stretch

\_\_\_ Audience verification forms (if applicable) / (at least 8 for dinner or performance)

## Product/Project Log

During the physical product phase of the Senior Project, you must keep an up-to-date record of the effort, results, and time you have spent working on your physical product. This log is important for several reasons: First, it keeps you on task and focused by requiring you to write down all that you have accomplished so far and what you still need to complete. Second, it helps keep a record of the time spent on the physical product. Finally, the physical product log allows the teacher and the Senior Board judges to realize the effort, thought, and learning stretch you have expended. It will give them a clearer idea of the scope of your product. This log will be part of the portfolio the judges will review before Senior Boards. Therefore, you will want it to be clearly and neatly typed.

Your log should include the following:

1. Date
2. Write in your log exactly what you did and the total time spent completing it (i.e. writing, designing, constructing, planning, taking classes or lessons, interviewing or contacting sources, reading, purchasing materials).
3. How do you feel about what you did?
4. What are you going to do next?
5. What problems did you encounter and how did you solve them?
6. Total time spent.

**MINIMAL LENGTH FOR THE ENTIRE  
PRODUCT LOG IS THREE SINGLE-SPACED  
PAGES.**

## Sample Product/Project Logs

September 6

Today I met with my project consultant for the first time. He is a retired pilot named Charles Gray. I went over with him the requirements for the project, and he showed me some of his model airplanes so I got an idea of what I might want to build.

**Time spent: 1 hour**

October 27

I met again with Mr. Gray, and we discussed what materials I would need to buy to complete my model airplane. He offered me use of his workshop and building tools, such as glues and saws. We also discussed model types some more. Based on his recommendations, I think I will get a model called the Slow Stick.

**Time spent: 45 minutes**

January 15

Today I ordered the model airplane, along with other miscellaneous items I would need to finish building it. I ordered it online with my father from a company called Hobby King. I decided to go with a model called the Slow Stick like my consultant recommended. My father and I looked at the requirements for the model listed online, and used that to order the correct size and strength for three servos and the motor for the model. The order should come within the next week or two.

**Time spent: 1 hour**

February 2

I met with my consultant to begin constructing the model airplane. We took out all the pieces. Each wooden part had been partially cut out using a laser by the manufacturer, but small notches of wood still connected the pieces to the rest of the balsa wood sheet. Using an exacto knife, I cut out each component and carefully stored them in a cardboard box. My consultant and I read the instructions together, and he helped me to begin lay down the parts together in the correct order, working on one component of the plane at a time. I began with constructing the rudder. After assembling the pieces and pinning them down, I glued them together and set them to dry. While they dried, my father and I drove to the local hobby shop. We picked up the model plane's receiver, additional glue, two batteries for the plane, and the covering that would eventually go over the skeleton of the model. I also bought a stripe that would go on the bottom of one of the wings to help me tell what direction the plane is flying when it is far away in the air. After I returned to my consultant's house, I glued together more components in the tail. I then began putting together the fuselage, or body of the plane. The fuselage of my model is primarily composed of two rectangular carbon fiber tubes connected together, with the wings, tail, motor, and landing gear. I drilled a hole through the two rods, then screwed them together. I also put on the pieces that would later be used to attach the main parts of the plane.

**Time spent: 5 hours 30 minutes**

February 3

I met again with my consultant. I added more attachment parts to the fuselage, then added the landing gear. It consisted of gluing together many plastic pieces in the right order, and screwing some others together. I slid in two thin carbon fiber rods of different thickness into the attachment pieces to form the primary support of the landing gear. I then screwed on the wheels. I also finished construction of the ailerons of the plane. Ailerons go on the back of an airplane's wings, and help the craft to bank and turn. I then began sanding the vertical stabilizer which would go on the tail of the airplane. The leading edge (the front) had to be rounded off to make it more aerodynamic, while the trailing edge (the back) was left flat where it connects to the rudder.

**Time spent: 3 hours 30 minutes**

February 4

Today I finished sanding the vertical stabilizer, and moved on to the rudder. The rudder had to be sanded at a forty five degree angle in each edge where it connects to the vertical stabilizer. This would allow for it to rotate easier without catching on the trailing edge of the vertical stabilizer. I had to be very careful not to sand over the small notches in the wood where the hinges will later be attached to connect the two pieces together. The top of the rudder also had to be rounded off, but the trailing edge was to remain flat. I also began construction of the wings. After making sure everything is lined up straight, I glued the components together. The glue takes a while to set, so in the meantime I sanded the ailerons.

**Time spent: 1 hour 30 minutes**

February 6

The glue on the wings finished drying, so I began sanding the whole thing down. I had to be careful not to get the sandpaper on the ribs of the wings, because that would weaken them. All of the wooden components are now constructed, so the next step is covering each part with a colored covering. This will be the skin of the plane. I carefully cut out enough of the material to cover both sides of the elevator. I only have one roll of the covering and I may not have enough to cover the entire plane as it is, so any mistakes would be costly. I may have to end up doing the rudder and vertical stabilizer in a different color if I don't have enough. After I cut out the correct amount of material, I remove a layer of plastic from the sheet, revealing the side with glue, and lay it glue side down over the elevator. I use a very small iron to go over the covering, activating the glue and causing it to stick to the wood. I carefully trim the edges and make sure everything is glued down properly, then use a heat gun to shrink the covering and remove any wrinkles. I then go over the whole thing with the iron again to ensure that everything is secured down correctly.

**Time spent: 1 hour 30 minutes**

February 10

Today I worked more on covering the plane. My consultant found some additional covering he had that is the same color as the one I bought, so I should definitely have enough to cover the entire plane the same color. I worked on the ailerons first. I messed up on one of them and made the covering too

loose. It wouldn't shrink down all the way when I used the heat gun, and ended up having many wrinkles in it. I had to tear off the covering and start again. Luckily, since my consultant had found the extra covering, this wasn't too big of a deal, and I still had plenty for the rest of the plane. I also covered the rudder and vertical stabilizer. Those were a bit harder because they have so many round edges, but it turned out perfectly. The only thing left to cover now are the wings. That will take a while so I have plans to meet up with my consultant again tomorrow to finish. In the meantime, I finished gluing on the last bits on the wingtip, so that they will be dry and ready to cover by tomorrow. My consultant determined that the servos I had ordered from Hobby King were too small, so after we left my father and I went to Hobbytown, the local hobby shop, to see if we could pick up some servos of the appropriate size. The elevator needed a more powerful servo than the ailerons or the rudder, but due to how they are mounted on the plane the elevator and rudder servos needed to be the same physical size. So, I ended up getting an extra powerful servo for the rudder as well.

**Time spent: 4 hours**

February 11

The wings were the largest area that I had to cover. My consultant suggested I cover one wing at a time rather than doing them both together, so that is what I ended up doing. I wrapped the cover over the wing and carefully ironed it down on the trailing edge. I then ironed down the sides. I left the leading edge alone, so that when I apply the heat gun it will be able to shrink and pull taut easier. I had to be careful not to get the iron near the ribs of the wing, or else the covering would stick to them and not shrink right either. Ironing around the edges of the wing was especially difficult. Not only were they round, but they also weren't flat. This led the covering to pull up and overlap, leaving wrinkles which would hopefully come out after I used the heat gun. After the iron had glued down all of the edges, I finally used the heat gun. I had to spend extra time on the wing tips, but most of the wrinkles were removed. I then ironed down the leading edge and ribs, and went over the edges and sides of the wing again. I then repeated the entire process for the other wing. When I was finished, I discovered that in one wing two of the ribs had been distorted by the shrinking process. It doesn't look as pretty now, but my consultant said it shouldn't affect how the plane flies. After the wings were finished, I set to work attaching my newly bought servos to the fuselage. I put on the servo arm, then screwed on the servo to the bracket on the fuselage designed to hold it.

**Time spent: 2 hours**

February 18

Today I soldered connectors onto the plane's ESC, or electronic speed control. The ESC will, like the name suggests, control the speed of the motor powering the propeller, and therefore the plane. I had to attach the connectors that would allow it to plug into the battery and the motor of the plane. I also had to solder connectors onto the battery. I have a little experience in soldering, so this wasn't too challenging for me.

**Time spent: 1 hour**

February 24

Today I completely finished assembling my plane. I added velcro to the ESC and the batteries so they would be less likely to slide off the plane. I also added a white stripe to each wing. This will make it easier to spot while in the air and help me see how the plane is oriented while flying. The stripe was made of the same material as the rest of the plane covering, but it was stick-on rather than heat-shrink. As a result, it was a lot harder to put on without getting a lot of wrinkles in it. As careful as I tried to be, there was still many wrinkles and bubbles. I did my best to smooth out the wrinkles and used a very thin pin to pop the bubbles. It still doesn't look very pretty, but there isn't much more I can do. After I added the stripe, I connected all of the equipment to the plane, then attached the wings. The wings are actually held on by multiple rubber bands stretched across the top and hooked onto the fuselage. With my dad's help, I set up the controller to be compatible with the plane, then tested out all of the servos and the motor. Everything works, so now the only thing left is to fly the plane. First, I will have to spend some time on a simulator, so I won't crash the plane on the first time out.

**Time spent: 1 hour 30 minutes**

February 27

Today I spent some time on a flight simulator that my dad had. I practiced basic maneuvers on the model airplane, including take-offs, turns, and landings. Landings are the toughest, because it is hard to line the plane up with the runway precisely.

**Time spent: 1 hour**

February 28

After school I met up with my project consultant at the local model airplane field to test out my model airplane. It was very windy, which is difficult to fly in, especially for a beginner like me. To test the plane was working correctly, my consultant took it for a test run. He found it flew well, so he handed the controller off to me. I was nervous at first, since it was my first flight and the wind was still somewhat unpredictable. I didn't crash it, but since it was still very windy and I was inexperienced my consultant landed the model for me, rather than risk me wrecking it. My consultant then left, but I stayed behind with my dad and flew the model a bit more. This time I took off myself, but when it was time to land my dad did that for me, since he is actually pretty experienced with model airplanes. I hope to be able to fly again soon, but it has been so consistently windy lately that it doesn't seem likely.

**Time spent: 1 hour 30 minutes**

**Final Product Time Spent : 25 hours 15 minutes**

# Senior Project/Product Change Form

Must be completed if the product changes from the original proposal.

Student: \_\_\_\_\_ Seminar Teacher: \_\_\_\_\_

Research Topic: \_\_\_\_\_

Original Product Idea: \_\_\_\_\_

\_\_\_\_\_

Proposed Product Change: \_\_\_\_\_

\_\_\_\_\_

Brief explanation justifying the change: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Approved

\_\_\_\_\_ Not Approved

\_\_\_\_\_  
Coordinator's Initials

\*This form should be included in your Portfolio and your letter to the judges should reflect this revision and why.

Coordinator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SR. PROJECT AND RESEARCH TOPIC SELECTION GUIDELINES

- **The RESEARCH paper topic should be one that interests the student, but not something the student is already an expert in.** If you have worked as a volunteer with SLD students for several years and have a sibling with a learning disability, a basic examination of learning disabilities is not an adequate topic. You would need to study some new development in diagnosis or education of students with learning disabilities or choose a topic that will provide more challenge.
- **The RESEARCH paper topic should be one that is broad enough to allow the student access to enough information, yet specific enough to make the scope of research reasonable.** If you choose the topic, "Water Pollution," you will be overwhelmed with information, but you might successfully study "The Negative Effects of Plastics on Turtles in the Ocean," or "The Negative Effects of Micro-plastics on Newborn Fish."
- **The RESEARCH paper topic and SR. PROJECT should challenge the student both academically and creatively.** Between research, writing, development of the product, and senior boards, you will work on this project for eight or nine months. This requires a strong commitment and interest on your part! Make sure you choose a topic that will stretch you and maintain your interest.
- **The RESEARCH paper topic and SR. PROJECT should not involve expense that the student is unprepared to handle.** If your research or product will require travel, lessons, long distance calls, or other major expense, be sure to plan carefully. You may want to choose another topic or consider other options. Expenses are your responsibility, and spending money will not influence the overall evaluation of the senior project.
- **Students may not choose Projects that might endanger themselves or others.** Some activities have age limitations or require parent permission. Experiments that are potentially explosive or involve handling dangerous animals are not appropriate.

**Primary research is a requirement.** Consider the possibilities for personal interviews, surveys, and other forms of primary research before making the final choice of your topic.

- **Preliminary research may extend your understanding of your proposed topic.** Reading about areas of interest may expand your knowledge and help you consider new areas of exploration. *Reading and exploration is a great use of the summer vacation!*
- **Students should use good judgment when choosing a topic.** Remember: you must do research *and* make a formal presentation to a review panel. You must have prior approval before doing research and presenting your project.

## Senior Project Proposal Form (must be typed)

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

Email: \_\_\_\_\_

Summer Project? \_\_\_NO \_\_\_YES, if yes, form must be signed before end of junior school year.

Honors Project? \_\_\_NO \_\_\_YES

Teacher Signature of approval: \_\_\_\_\_ Date of Approval: \_\_\_\_\_

1. Are you taking Senior Seminar? \_\_\_\_\_ Are you Early Admissions? \_\_\_\_\_
2. What do you want to learn for your project? \_\_\_\_\_
  - a. Explain how you will do this \_\_\_\_\_  
\_\_\_\_\_
  - b. Explain what will be your tangible product of what you learned? (scrapbook, video, something built?)  
\_\_\_\_\_
3. Explain the "Learning Stretch." How will this be a challenge or new for you?  
\_\_\_\_\_  
\_\_\_\_\_
4. If a wider audience (recital or performance) is needed, how will you demonstrate your product to the wider audience? (Projects where you are taking a class, ex: learning an instrument, making a movie, a performance, testing for a belt in karate, hosting a dinner party)  
\_\_\_\_\_
5. In specific details, describe how you will accomplish this product.
  - a. Where will you find a Project Consultant (not a parent or family member and preferable, not a West Shore teacher) that is an expert in this field?  
\_\_\_\_\_
  - b. Time test: How much time will it take? Explain how this is worth 20 hours, and will you finish by the end of January?  
\_\_\_\_\_
  - c. Task Analysis: How much will it cost and how can you afford it or fundraise for it?  
\_\_\_\_\_
6. If this is an honors project, CHECK THE BOX AT THE TOP and **explain the legacy** here. How will you impact the community or school with this project?  
\_\_\_\_\_
7. The research paper must be **argumentative**. Write down what you will seek to prove.

Paper topic: \_\_\_\_\_

Preliminary argumentative thesis statement: \_\_\_\_\_

## **Arranging for a Project Consultant**

Many people that you call may not know what "project consulting" is. If you explain who you are and explain the commitment, they will be more likely to grant your request. It can feel scary to call. Plan what you are going to say ahead of time and practice before making your call. If using email contact make sure to proof your email for professional and formal language. Remember, you only get one chance for a first impression.

- Introduce yourself.
- Explain the reason for your call.
- Explain, "project consulting" for the Senior Project at West Shore.
- Ask the person if he or she is willing to become your project consultant.
- If you get a positive response, arrange a date and time to meet at the project consultant's convenience and at his/her place of employment.
- If the person cannot accommodate your request for consulting, ask if he/she can suggest another person you might contact.
- Thank the person for his/her time and say that you look forward to your first meeting.

## **Arrangements for Senior Project Work Days**

- A Prearranged Absence Form must be completed by your parent/guardian and returned to the Attendance Office **THREE DAYS BEFORE** the day of your absence. Check with your teachers about work you will miss and have them sign the form. You are only allowed one Senior Project work day per semester and it will count toward your nine days.

## **The Day of Your Consultation**

- Dress appropriately for the workplace.
- Be on time for your appointment.
- Have a list of questions ready and be prepared to ask them.
- Be courteous and respectful.
- Thank the person for his/her time when you leave.
- Ask for a business card so you know where to send a thank you note.
- SEND A THANK YOU NOTE** (very important)

## Selecting a Project Consultant for your Senior Project

Each student will need to select a Project Consultant who is an expert in the project area to serve as a guide throughout the senior project. Project consultants are *not* expected to do the student's work. They should be committed to helping the student overcome any difficulties that emerge throughout the project.

People willing to serve as project consultants may be found within our community, in business, through the school system, or through community churches and organizations. You may want to choose a project consultant outside our community, but students should realize that communication may be a serious problem. Students choosing a long-distance project consultant should be prepared to supply real, practical reasons for such a choice. Your project consultant may NOT be a fellow student. Do not select a relative as your project consultant without approval from the senior project coordinator.

Discuss expectations (yours and the project consultant's) before committing to a year of work together. *Be sure to share this page with your prospective consultant! In addition, the Senior Project Coordinator may contact your project consultant.*

### Role of the Project Consultant

- Assists the student in establishing objectives.
- Signs a Project Consultant Commitment Form.
- Supervises the student in keeping a log of all activities completed in meetings.
- Meets with the student during research and project.
- Verifies meetings with the student during research and project.
- Provides suggestions for further information, research, and development of the student's research and product.
- Acts as a primary resource during research phase by giving interviews.
- Assists the student in designing a product in the area of study.  
(Examples: a graphic arts product might be a T-shirt or logo design.  
A music product might be an original piece of music or orchestration.  
The only requirement is the production of some tangible product that can be presented to a review panel for judging.)
- Provides feedback about the student and the project, and reports to the senior project coordinator any senior who is not meeting requirements.

## Template for requesting a Project Consultant via email

1. Introduce yourself, your project, your purpose
2. Explain that you're interested in learning something that they may have expertise in and that you are looking for a consultant.
  - a. Explain that you're interested in interviewing this person for your Senior Project

Consultant Request Example: (You should adapt this to your specific project.)

Introduce yourself: My name is \_\_\_\_\_, and I am a senior at West Shore, working on my Senior Project, which requires students to complete a project on a topic of their interest, and to learn something new or stretch our current abilities further than we thought we could.

My project is \_\_\_\_\_. (Explain your project and purpose.)

The project requires us to find a consultant to assist us in completing our project either by teaching or advising us along the way. A minimum of 3 contact meetings is required. I am seeking your expertise because \_\_\_\_\_.

Thank you for your time and let me know if you would be willing to serve as my consultant, or if I can answer questions you may have about the project or your role.

Best regards,

Name

email

Phone?

## Project Consultant Agreement Form

**To the student:** Please complete the top section about your project consultant before asking for a signature.

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

**Proposed Product:** \_\_\_\_\_

**TO THE STUDENT:** Please explain in a few sentences how you found your consultant.

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



**Project Consultant name:** \_\_Mr. \_\_Ms. \_\_Dr.

\_\_\_\_\_  
**first** **last**

**Occupation, Position, or Title:** \_\_\_\_\_

**Name of Business:** \_\_\_\_\_

**Address:** \_\_\_\_Business \_\_\_\_Home **Phone:** \_\_\_\_\_  
**Area code first**

\_\_\_\_\_  
**street** **city** **state** **zip**

**Email address (required):**

\_\_\_\_\_

I have discussed a Project Consulting relationship with the student named above. I understand that this commitment requires me to meet as needed with this student during his/her research and project.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



## Project Consultant's Evaluation of Student

Please complete this evaluation form. It is a required component for the student's grade. This evaluation should be accompanied by an envelope stamped and addressed to the Senior Seminar/Science Research Teacher or Sr. Project Coordinator.

**Student Name** \_\_\_\_\_

**My evaluation of the student named above is as follows: (please circle)**

|  | Low |   | Average |   | High |
|--|-----|---|---------|---|------|
| <b>1. Displays courteous behavior</b>  | 1   | 2 | 3       | 4 | 5    |
| <b>2. Responds well to instruction</b>   | 1   | 2 | 3       | 4 | 5    |
| <b>3. Shows responsibility<br/>(Keeps appointments,<br/>meets deadlines, etc.)</b> | 1   | 2 | 3       | 4 | 5    |
| <b>4. Demonstrates commitment<br/>(Works steadily on project)</b>                  | 1   | 2 | 3       | 4 | 5    |
| <b>5. Establishes and meets goals</b>  | 1   | 2 | 3       | 4 | 5    |
| <b>6. Works independently</b>  | 1   | 2 | 3       | 4 | 5    |
| <b>7. Demonstrates effective<br/>communication skills</b>                          | 1   | 2 | 3       | 4 | 5    |
| <b>8. Strives for quality</b>  | 1   | 2 | 3       | 4 | 5    |

Do you have any suggestions for this student?

\_\_\_\_\_

Do you have any suggestions for improving West Shore's Senior Project program?

\_\_\_\_\_

Additional comments or observations?

\_\_\_\_\_

\_\_\_\_\_

Would you be willing to serve as a consultant again?

\_\_\_\_\_

Project Consultant's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Letter of Intent

You must formally declare your project in a business letter (block format (see sample below), 1” margins) addressed to your Sr. Seminar teacher. This letter announces to parents, judges, and the Senior Project review board exactly what your intentions are. These letters are reviewed by your teacher and may require revision. Keep a clean copy for your portfolio.

Student Street Address  
Student City, State and Zip  
Date

Teacher’s Name  
West Shore Jr/Sr High School  
250 Wildcat Alley  
Melbourne, FL 32935

Dear (Teacher):

### **Paragraph 1:**

Describe project idea.

Provides rationale for project (why?).

Explains how this endeavor is a learning stretch. A learning stretch is the act of making great demands upon one’s abilities while gaining knowledge, comprehension or mastery through experience or study.

### **Paragraph 2:**

Identifies research paper focus and some points of coverage.

Include at least three relevant research questions.

### **Paragraph 3:**

Describes a specific, tangible product: the item to be created, a scrapbook, or video

Explain the connection between the research and your intended product.

Includes estimate of cost, time, Project Consultant’s name and qualifications.

**Paragraph 4:** Type this statement. *The research paper, product and portfolio will be my own work. I understand that the consequences for cheating in any form will be a zero grade and no Diploma of Distinction. Furthermore, I understand that if there is a question of the integrity of my project, I may be called to defend my work to the Senior Project Advisory Board.*

Sincerely,

(Signature)

Student’s name

## **Senior Project Sign of Commitment** (Adopted from Lodi Unified School District Handbook)

This assignment is an opportunity to publicize the Senior Project to the students, staff, and public. These posters will be on display for the entire school community. They are public displays of your commitment to and your interest in your paper and project topics. You are asked to adhere to the following guidelines in order to produce a professional, understandable, and attractive Sign of Commitment.

### Materials:

- 8 1/2 x 11 inch card stock
- Computer generated

### Content:

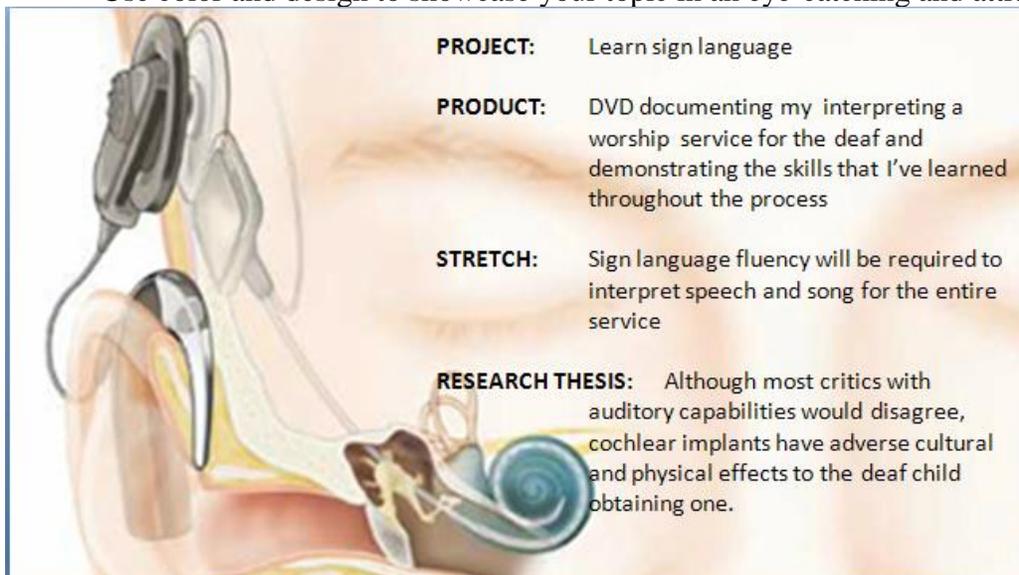
- Your full name on the front
- Your **Project** written with an action verb (learn, build, design, teach, obtain, etc.)
- Your **Product**: item, scrapbook, video
- Explain how your **Project** is a **Stretch**
- Your Argumentative **Thesis Statement**
- A graphic of some kind that relates to your Sr. Project and/or Research paper topic.
- No spelling or grammatical errors
- Place your Senior Seminar teacher's name on the back of the poster

### Organization:

- Must be neat, clear and legible. Lettering that is cluttered or hard to read from a distance is unacceptable
- Information must be understandable and easy to follow

### Design: Signs will be displayed in the media center and judged by the faculty.

- Be creative. Make a sign that is a unique, artistic reflection of your topic
- Take pride in your work. These signs are displayed for the entire school community.
- Use color and design to showcase your topic in an eye-catching and attractive manner.



## RESEARCH PAPER GUIDELINES

Your teacher will instruct you in the entire process of research, writing, and documentation of the research paper during the fall semester of your senior year. These guidelines are just an overview for your information and support.

**Length:** 2,000 word minimum, not including the heading and works cited page

**Format:** Use Modern Language Association format (MLA) or American Psychological Association (APA) throughout your paper.

**Font:** 12-point font in Times New Roman is **required**.

**Margins:** 1 inch

**Spacing:** Use double spacing for the body of the paper. Follow MLA or APA guidelines for the Works Cited/Reference page.

**Pronouns:** 1<sup>st</sup> and 2<sup>nd</sup> person pronouns should not be used in a formal academic research paper except for in a direct quotation. See chart below.

|                              | <b>Singular</b>                               | <b>Plural</b>                |
|------------------------------|---|------------------------------|
| <b>Identification</b>        |   |                              |
| <b>1<sup>st</sup> Person</b> | I, me<br>my, mine                             | we, us,<br>our ours          |
| <b>2<sup>nd</sup> Person</b> | you,<br>your, yours                           | you,<br>your, yours          |
| <b>3<sup>rd</sup> Person</b> | he, him, she, her, it, his,<br>her, hers, its | they, them,<br>their, theirs |

**Number:** Assigned number will be used to identify your research paper for grading purposes.

**Turnitin.com:** All student papers are required to be submitted. Specific instructions will be provided by your teacher.

**Sources:** **EIGHT** sources minimum. Remember you must address a counter-argument, so note sources that do that as well.

- **ALL SOURCES MUST BE PRINTED, ANNOTATED, AND HAVE AN ANNOTATED BIBLIOGRAPHY ATTACHED.**
- 7 database scholarly articles, peer reviewed, and not older than 8 years.
  - (Ebscohost, JStor, etc.) Databases provide one-stop shopping so start here for your most reliable and credible sources.
  - One may end in .org, .gov., edu.
  - One could be the following: books, journals, magazine articles, newspaper articles. (manuals, pamphlets, brochures if specifically applicable to your argument in some way). Be careful not to use sources that are just a summary of other people's work – go to the cited source yourself.
  - One **must** be an interview (consultant or expert). NOT A WS TEACHER
- Wikipedia is not allowed.
- Abstracts are only a summary and cannot be used – find the full article.

**Parenthetical Documentation** is a system that allows you to credit the sources of information in the body of your research paper. When **paraphrasing** or summarizing, the writer simply inserts the appropriate information, such as author, year, and page number, in parentheses after any ideas taken from another source. If using a **direct quotation**, quotation marks must be used in addition to the appropriate author, year, and page number. A writer who does not document a fact, quotation, or idea from any other source is guilty of plagiarism. Using another writer's exact words without quotation marks is also plagiarism. **Plagiarism, whether accidental or intentional, will result in failure of the research portion of the Senior Project and no Diploma of Distinction.**

## Helpful Hints for Writing Your Argumentative Paper

### Types of Research Papers

The Senior Project paper should show an assimilation of information learned through research and the author's own ideas. "History of," "Evolution of," and "How to" papers should be avoided because they tend to be "Information Dumps" that are easily cut and pasted. Here are some options that may help you in choosing a paper format.

- 1) **Argumentative Research Paper:** This paper allows the author to present a topic thoroughly while convincing the reader of his or her point of view without using 1<sup>st</sup> or 2<sup>nd</sup> person pronouns. You will have to make sure that you fully explain and defend your position. Picture yourself as a brilliant lawyer trying a case. A lawyer chooses a side, presents evidence, addresses opposing viewpoints, speaks in a tone and a manner that aids his point of view, and is constantly trying to move the jury to agree with the evidence he is presenting. The following questions and guidelines may help you avoid information dumping in a position paper.

- i. **Does your evidence support your claim in a compelling way?**
- ii. **Consider placement of certain facts, statistics and overall points.** Do you want to start off with your strongest supporting fact or do you want to end with it?
- iii. **Have you answered any possible objections to your point of view?**

**Remember every word, statistic, and piece of information should be used with purpose (not simply to fill a word count). You should be constantly moving your reader to understand your argument or perspective.**

- 2) **Investigative:** Science fair research paper

### Thesis Statement

The Thesis Statement is the paper's main idea and typically is the last sentence of the introduction. For this paper please underline your thesis so that it will stand out. Every paragraph should support the thesis statement. Listed below are some helpful hints to guide you in developing your thesis.

- Is your thesis debatable?
- Does your thesis clearly indicate what side of the issue you are on?
- Is the thesis the main idea of your paper?
- Does it let the reader know what to expect?
- Does your thesis express an attitude (feeling) toward the subject?
- Have you established clear limits to your thesis?

When you begin to construct your own thesis statement, use the following example taken from Diana Hacker's Writers Reference: Sixth Edition as a guide:

"Although companies often have legitimate concerns that lead them to monitor employees' Internet usage—from expensive security breaches to reduced productivity—the benefits of electronic surveillance are outweighed by its cost to employees' privacy and autonomy."

Note: the thesis statement addresses the other side of the argument before stating the argument of the paper.

### Self-Check: Are you on the right track?

- Does the thesis express a central idea that can be supported by both primary and secondary sources?
- Is the writer's attitude toward his or her subject reflected in the thesis statement?
- Has the writer used creative thought to find an unusual angle on the topic?
- Has the writer made inferences and drawn conclusions from a large quantity of information?
- Has evidence been interpreted? Are ideas well developed and supported and interspersed throughout the paper?

**A sample research paper in APA and MLA format can be found online at <http://owl.english.purdue.edu/>.**

## Template for requesting an interview via email

1. Introduce yourself, your project, your purpose
2. Explain that you're interested in interviewing this person for your Senior Project

Interview Request Example: (You should adapt this to your specific project.)

My name is \_\_\_\_\_, and I am a senior at West Shore, working on my Senior Project, which requires students to complete a project on a topic of their interest, and to learn something new or stretch our current abilities further than we thought we could.

My project is \_\_\_\_\_.

We also need to complete a research paper on a topic similar to our project. My research paper is on \_\_\_\_\_, my thesis being \_\_\_\_\_. As part of our research, we are required to interview a professional relevant to our research paper topic. I am seeking your expertise in particular because \_\_\_\_\_. I have attached the basic interview questions for your consideration.

Thank you for your time, and let me know if you would be willing to be interviewed, and a convenient method and time to do it. This can be done by email, face-to-face, or phone.

Best regards,

Name

Email

Phone??

## Research Paper Yes/No Checklist

Student Name \_\_\_\_\_ Student ID# \_\_\_\_\_

The yes/no checklist is a tool to help you prepare for the final draft of your senior project paper. This check is NOT an indicator of any grade that might be earned during the evaluation of the paper and you are still responsible for double checking your work and making sure you are ready to submit a final draft. **A paper cannot be scored unless all checks are “YES.”**

### TEACHER /STUDENT/PEER REVIEW

YES NO

\_\_\_ \_\_\_ The paper body is 2000 words, not including the Reference page

\_\_\_ \_\_\_ The thesis is clearly stated and underlined at the end of the first paragraph.

\_\_\_ \_\_\_ **The paper is formatted following the APA style:**

\_\_\_ \_\_\_ Times New Roman, 12 font, 1 inch margins, double spaced

\_\_\_ \_\_\_ Correct header with page number

\_\_\_ \_\_\_ Title Page: start 1/3 down the page and everything centered on its own line.  
Title/ student # / Period # / Date / Word Count

\_\_\_ \_\_\_ Title repeated at the top of the first written page.

\_\_\_ \_\_\_ Parenthetical citations are correct throughout

\_\_\_ \_\_\_ The sources cited in the paper match the sources listed on the Reference page

\_\_\_ \_\_\_ Graphic citations are correct (if applicable)

\_\_\_ \_\_\_ **The Reference page follows the APA format:**

\_\_\_ \_\_\_ Title format is centered, not bold

\_\_\_ \_\_\_ Alphabetical and double spaced

\_\_\_ \_\_\_ Hanging indentations

\_\_\_ \_\_\_ Correct citation format

\_\_\_ \_\_\_ **The paper contains a minimum of seven works cited + an interview, including:**

\_\_\_ \_\_\_ Minimum six database (ebshost or Jstor, etc.) or scholarly online journals

\_\_\_ \_\_\_ May have one Internet source (.edu, .gov or .org)

\_\_\_ \_\_\_ May have one scholarly in nature: books, journals, magazine articles, newspaper articles,

\_\_\_ \_\_\_ One primary source (interview)

**Miscellaneous:**

\_\_\_\_ \_\_\_\_ New, 2 pocket, plain folder with sticker on top right that has student number and period, and Graders 1 and 2, listed below.

\_\_\_\_ \_\_\_\_ Teacher’s initials for Senior Seminar on back; bottom right corner

**The back pocket holds the following:**

\_\_\_\_ \_\_\_\_ Print out summary page of TurnItIn.com to include the Word Count

\_\_\_\_ \_\_\_\_ Run a “Readability Statistics Report.” Directions are below.

Copy/Paste your entire SP paper into Microsoft Word.

- Go to File → Options → Proofing
- Check “Show Readability Statistics” (it’s near the bottom). Click Okay.
- Then go to Review → Spelling & Grammar. Correct spelling and grammar mistakes. When done with that, the Readability Stats will pop up

\_\_\_\_ \_\_\_\_ Fill in your Readability Statistics numbers on the sheet provided and place it in the RIGHT side of your folder.

**If Honors Paper:**            \_\_\_\_3000 words                            \_\_\_\_graph/chart cited properly

*This completed checklist indicates that I have completed the Senior Project research paper to the very best of my abilities, and that I’ve checked for issues and made revisions as necessary. This paper is as complete and accurate as I am capable of producing.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name \_\_\_\_\_ Student ID# \_\_\_\_\_ Period \_\_\_\_

## **Portfolio Guidelines**

Your portfolio will be judged by a member of the West Shore faculty *before* your presentation to the Senior Boards. The rubrics for judging these components can be found in the appendix of this handbook. The product and portfolio assessments will be incorporated into your English and Senior Seminar grade.

### **PORTFOLIO REQUIREMENTS:**

All portfolios will be spiral bound for uniformity. This can be done at any office supply store for approximately four dollars. The Senior Seminar teachers will have a sample for viewing.

- Cover should be aesthetically pleasing and eye catching.
  - Add a professional-looking photograph, computer graphic, or drawing that indicates your research paper and illustrates your product.
  - Use an active verb to describe your product as part of your title or subtitle.
  - Place your name, your Senior Seminar teacher, and your presentation date on the cover at the bottom center.
- Use graphics, drawings, and photographs to illustrate your process unless you are required to create a separate product scrapbook
- Remember: neatness and professional presentation throughout!

### **AVOID THESE PORTFOLIO WOES:**

- Missing components – Use the Checklist!!
- Handwritten documents other than research notes
- Careless or hasty assembly
- Untidy presentation
- Any art medium that will fade, run, smear, or bleed
- Stick figures or poorly done hand drawing

## Senior Project Portfolio Checklist

**Your portfolio should appear as follows:**

\_\_\_\_\_ Spiral bound (only after teacher approval)

**STUDENT CHEKLIST:**

**TEACHER CHECK:**

**Cover with:**

|       |   |       |
|-------|---|-------|
| _____ | Neat lettering, may be creative                                 | _____ |
| _____ | Photograph, computer graphic or artistic drawing of product     | _____ |
| _____ | Neat lettering, may be creative                                 | _____ |
| _____ | Title (with research topic and active verb to describe product) | _____ |
|       | (Your Name, Period, and Date of Senior Boards) (centered)       |       |

**Contents assembled in the following order:**

|       |  |       |
|-------|--|-------|
| _____ | Letter to the judges (don't forget to sign it)   | _____ |
| _____ | Table of Contents with Section Title Pages (no page numbers)                                     | _____ |
| _____ | Section Title Pages (Pre-Documentation, Research, Consultant Information, Product Documentation) | _____ |

**Pre-Documentation (section title page):**

|       |   |       |
|-------|---|-------|
| _____ | Proposal Form (clean copy of the original with signatures)              | _____ |
| _____ | Letter of Intent (clean-signed copy). Grammatically correct             | _____ |
|       | <i>Approval of changes must be evident in a Change of Product Form.</i> |       |
| _____ | Parent Informed Consent Form  | _____ |
| _____ | Sign of Commitment  | _____ |

**Research (section title page):**

|       |  |       |
|-------|--|-------|
| _____ | Research paper (use a clean copy, not 3-hole punched or stapled) | _____ |
|-------|--|-------|

**Project Consultant Information (section title page):**

|       |                |       |
|-------|----------------|-------|
| _____ | Agreement Form | _____ |
| _____ | Log Sheet      | _____ |
| _____ | Evaluation     | _____ |

**Product Documentation (section title page):**

|       |   |       |
|-------|---|-------|
| _____ | Change of Product Form (if previously approved through Sr. Project Coordinator).  | _____ |
| _____ | Product Log (including documentation of at least 20 hours)  | _____ |
| _____ | Additional documentation – required in the portfolio if a separate Scrapbook/video is not being done (may include photographs, notes, designs, etc., taken at various stages through the project) | _____ |
| _____ | Product self-evaluation (including documentation of at least 20 hours)  | _____ |
| _____ | Audience Verification Forms (necessary for a performance or recital)  | _____ |
|       | These may be placed in the scrapbook instead. At least 8 forms.   |       |

I have assembled my portfolio and checked for errors, revising when necessary. The completed portfolio is done to the very best of my abilities and is error-free.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Table of Contents

### Pre-Documentation

- Proposal Form
- Letter of Intent
- Parent Informed Consent Form
- Sign of Commitment

### Research

- Research Paper

### Project Consultant Information

- Agreement Form
- Log Sheet
- Evaluation

### Product Documentation

- Change of Product Form (if applicable)
- Product Log
- Additional Documentation
- Product Self-evaluation
- Audience Verification Forms (if applicable)

Example of a Section  
Divider Page

Be creative with the  
graphics on these pages.

Just make sure it is  
professional looking.

## Pre-Documentation

- Proposal Form**
- Letter of Intent**
- Parent Informed Consent Form**
- Sign of Commitment**





## Letter to the Judges

**The first page in your portfolio will be a letter of introduction to the Boards judges. Refer to the Presentation Rubric for this very important aspect of your portfolio. The letter should be in block format with 1” margins. See sample below for format.**

Your street address  
Your city, state zip code  
The date of Boards

Judges, Senior Project  
West Shore Junior Senior High School  
250 Wildcat Alley  
Melbourne, FL 32935

Dear Judges:

**Paragraph 1**--In this paragraph you will tell about yourself and your school life.

**Paragraph 2**--In this paragraph, tell the judges why you chose your paper topic and what were the main points of your argument. Discuss how the research paper correlates with the product/project.

**Paragraph 3**--In this paragraph you will discuss what you learned while completing all phases of your Senior Project.

**Paragraph 4**--Tell the judges the easiest and the hardest parts of the project, as well as the benefits of the project on your life. You should also explain any major changes that you made to your project.

Thank you for your time and interest. I appreciate your participation on my review panel.

Sincerely,

*Your signature*

Your name typed

## **SR. PROJECT SELF-EVALUATION**

**Directions: Reproduce this form on your computer. Bold the questions.**

**Total hours spent:** \_\_\_\_\_

**Start date:** \_\_\_\_\_

**Completion date:** \_\_\_\_\_

- 1. How do your research paper and product/project relate to one other?**
  
- 2. Describe any problems encountered along the way. Please be specific**
  - a. How did you solve problems? Be specific.**
  
- 3. How did you manage your time?**
  
- 4. Explain how you worked with your project consultant.**
  
- 5. Explain specifically your answers to the following questions:**
  - a. Describe what risk(s) you took in completing this product. Consider not only a physical risk, but an emotional or intellectual challenge.**
  - b. List the personal satisfaction you gained.**
  - c. List three things you have learned after completing the product/project.**
  - d. What was the picture in your mind of your product before you started working on it? How close is the completed product?**
  
- 6. If you were to give yourself a grade for the project, what would it be? Justify the evaluation of your grade with at least 25 words.**

**My Grade:** \_\_\_\_\_

**Justification:**

## SR. PROJECT SELF-EVALUATION SAMPLE

**Total hours spent:** 20 hours and 20 minutes

**Start date:** March 10, 2013

**Completion date:** April 7, 2013

**1. How do your paper and physical product relate one another?**

My paper was Developmental Apraxia, which is a subset of speech therapy and one of the numerous speech problems a child could be diagnosed with. While I was working with the speech therapist and in the speech development classroom, I spent most of my time observing and working with one little boy who had Apraxia. I was able to compare how he worked to the other non-apraxic students. The information I had learned from my paper served a great purpose when I was able to have hands-on time with an apraxic child.

**2. Describe any problems encountered along the way. Please be specific.**

Kevin, the child I wanted to get the most hands on time with, is afraid of change. He was not friendly or responsive when I first tried to work with him. He would throw tantrums and run the opposite direction whenever he saw me. When I could finally get him to sit down with me, he would stick his head under the desk and shout “No way” every time I tried to ask him a question. I was feeling discouraged because he was the only Apraxic child at Vinewood and I wanted to spend lots of time with him.

**a. How did you solve problems? Please be specific.**

When Kevin would throw his tantrums, Susie and I would sit patiently (which was extremely hard for me) for several minutes without speaking. If he still continued his act, I would give him two choices: either he could sit with me and pick the speech game he wanted to play or he could stay inside during recess by himself. Eventually, Kevin came around (no kid wants to miss recess). Also, whenever I was around Kevin, I would move slowly and always tell him what I was doing before I did it. I constantly gave positive encouragement to Kevin too.

**3. How did you manage your time?**

Almost all of my hours were completed over the two-week break. Once school started again I did have to miss several periods to finish the video and hands on time. I really did not have any other options because it was not possible for me to go on the weekends or on school holidays, because Vinewood had them too.

**4. Explain how you worked with your project consultant and any other people along the way.**

In the beginning, I observed what Susie did with the students. Then I started to work with the kids while Susie sat by my side. Finally, I was able to work with the students by myself and Susie observed what I did. If I was doing something incorrectly or if I forgot to give positive encouragement Susie would remind me. Susie also answered tons of questions that I had about speech therapy and students in speech.

**5. Explain specifically your answers to the following questions:**

**a. Describe what risk(s) you took in completing this product. Consider not only a physical risk, but an emotional or intellectual challenge.**

When I first started in the speech development classroom, I was extremely discouraged. When a child would take several minutes to say, “think” three times I would become frustrated. I did not have a high level of patience. I felt sorry for the kids because some would try so hard to get a word out and yet I could not understand what he was saying. The most challenging part for me, was knowing that even though each child is being taught how to correct his speech difficulty, the likelihood of them ever ending up in a regular classroom is about one in thirty.

**b. List the personal satisfaction you gained.**

I love working with little kids. Each child has his own personality and is never judgmental. In the speech development classroom, the kids were always excited about story time, show-and-tell, counting or art. I loved when the kids would come running over and give me a hug or when they asked for help. Kids have so much energy and are not bothered by fear, popularity, race or looks. Kids love everyone and everything and that was incredibly satisfying.

**c. List three things you have learned after completing the product.**

I now know that I have no desire to be a speech therapist, but I definitely want to teach kindergarten or first graders. I really enjoy that age and love the energy that the kids have. I also learned that kids admire and appreciate people who are older. They want to hold hands, give hugs and receive love. Kids can never have too much love or encouragement. The third thing I learned is to never give up. I had a low level of patience and thought to myself these kids will never get the “s” blends or “th” sounds but with more patience and faith in the kids, eventually I knew that they would learn and that is more rewarding than anything else in the world.

**d. What was the picture in your mind of your product before you started working on it?**

Before I started, I thought I was going to have fun and love working with children needing speech therapy. I thought that I wanted to be a speech therapist before my product, but now I know I definitely do not. I never thought that being a speech therapist could be boring. Many times, different kids would come in with the same problems over and over again day after day. I not only thought that was boring, but also frustrating.

**6. If you were to give yourself a grade for the project, what would it be? Justify the evaluation of your grade with at least 25 words.**

**My Grade: A**

**Justification:**

I feel that I deserve an A grade because I learned skills that will help me now and in the future. I made the most of every moment I spent working on the project. I asked questions of my consultant and of myself. I looked for both the positive and negative of speech therapy and worked on changing qualities about myself to make the situation better, like my patience. I tried to overcome the fact that I may not be able to correct every child’s speech difficulty nor should I try. I was a positive and encouraging role model to the kids and in return the kids and my consultant taught me many things too.

## The Presentation: Senior Boards

Your presentation is the ultimate step in the Senior Project. It involves self-evaluation and reflection by the student about all that he or she has accomplished. It consists of a visual and oral presentation before a review board of school and community judges. Your presentation should total no more than ten minutes, followed by a five-minute question and answer period from the judges. You should discuss what you have learned from research, writing the research paper, and creation of the product and the portfolio for your Senior Project. Of special importance will be your description of what you have learned through the total experience of the process. The presentation is sometimes called the “Senior Boards.”

### Criteria for Evaluation of the Presentation

- Evidence of preparation for the oral and visual presentation
- Communication skills
- Ability to respond to questions quickly and well
- Appropriate, business-like attire

Before the presentation, the members of the panel will examine the portfolio to obtain an understanding of your accomplishments. Your portfolio should contain the research paper, verification of the product, and additional materials that will help to support the presentation. Check this handbook carefully as you complete the portfolio.

Being nervous is normal, but planning prevents panic. “If you’re not prepared, you deserve to be scared,” says Ken Hansen, a Senior Project Consultant and Speech teacher. Practice your speech at home and in front of a test audience at school.

### Visual Aid

You must have a visual electronic component to your presentation, such as PowerPoint. **This is a visual aid for your speech.** It is recommended that you use note cards during your presentation, but use them only as a prompt. The worst thing you can do in a presentation is to READ to your judges. Refer to your note cards to keep your speech on track, but speak to the judges from your experiences not a script.

*The school will try to meet your equipment needs as a speaker, but you are responsible for testing the equipment yourself well before Senior Boards. You must also realize that technology can break down and the “show must go on.” Have a back up plan for your presentation (e.g., PowerPoint slides to show the judges if necessary.)*

Remember your time is limited. This presentation must be at least 6 minutes and can be no longer than 10 minutes. There will be a timer to note the beginning and ending times of your speech. Practice your speech so you will not be over or under the time limit.



## Oral Presentation Checklist

Consider the following items when preparing your oral presentation. The judges will expect you to answer these questions. To avoid a “cookie cutter speech” that sounds like everybody else’s, you will need to individualize your presentation. Tell the “story” of your learning. **DO NOT FOLLOW THIS ORDER EXACTLY**, be unique.

***You may include additional items other than those on the list, change the order and embellish some sections, etc. Your goal is to tell the story of your senior project experience.***

### Checklist

#### Introduction

- Hook that FOCUSES the audience’s attention.
- Introduce yourself.
- Introduce paper topic and project in a unique way.
- Sentence that transitions or flows to the body of your speech.

#### Body of speech

- What did you argue in your research paper? What were your 3 main arguments?
- How does your research paper fit into the story of your senior project or connect to your project?
- What did you do for your product?
- What did you learn from the experience and what did you find interesting?
- How did you overcome any challenges you faced?
- How did you create your product?
- Discuss your work with your consultant and how he/she aided you.

#### Transitions

- Make sure you have at least one sentence that moves you from topic to topic in your speech, connecting all ideas in a meaningful way

#### Conclusion

- Try to pull a central theme or message you learned from your experience (even better if you work this throughout your speech, not just in the conclusion).
- Wrap up overall experience from the project.
- Reflect on what you learned AND how you will use these skills or info in your future.
- Unique closing sentence that makes the speech sound complete.

**Important Note:** Minimize the words and maximize the photos of you working on your project. Personalize your presentation.

## Senior Board Speech Improvement Tips

- Gear your speech to your audience
  - Adult professionals from the community who want to learn about what you learned.
- Discuss your big knowledge take-aways from your research, your project, and how you solved problems, Learning about procrastination is overplayed. Nearly every senior mentions this.
- CONCLUSIONS- Your conclusion must summarize the effect that the overall process and effect that the senior project experience had on you, have a strong and creative concluding sentence, and have a LASTING IMPACT in order to score exceptionally. An apt quote
- If you have steps that you are talking about in your presentation, have a purpose for explaining or talking about them so that they have relevance in your speech and to your audience.
  - Shape each point to reflect what you learned, what tips and tricks you can give others, what you enjoyed, what to avoid, etc.
- PAUSE AFTER you end before taking QUESTIONS!! Take a 3 second pause and breather and then thank the judges for attending your presentation and ask them if they have any questions or let the head judge transition into questioning.
- The audience remembers the FIRST and LAST thing that you say most of all so add creativity to your hook (starting sentence that grabs audience's attention) and your concluding (final) sentence.
- Hooks must focus the audience's attention. Simply using a question that isn't interesting will only score a 7 (below standard) on the rubric for "hook lacks spark"
- Slides with 2+ pictures or words or pictures that you don't talk about right away, animate the pictures or words to come in as you talk about them if there is a lag.

\* Otherwise the audience is scanning the pictures and trying to figure out why you included these things instead of listening to you speak.
- Take a deep breath before starting your speech, and then smile before you begin your speech. I know it seems silly, but this will kick out some nerves and help you with the next tip below.
- Increase the volume of your voice (Be mindful of older judges and those who are hard of hearing ;) especially in the beginning of your speech and at the end of your slides, people tend to trail off and mumble through the end of their slides.
- If you have slide titles, make them creative.
  - This will increase interest level in your presentation (and make less predictable)
  - It will also keep you from reading the title of your slides (which will make you score poorly for lack of transitions)

## Items to bring with you to Senior Board Presentations

- A bottle of water
  - If you get nervous or lose your place, take a swig. It will stop you from saying “um” while trying to find your place, will help you regain focus, and the audience won’t even notice
- Anything that can spice up your project
  - If you built something, cooked something, or won a medal/award, bring it in and show it off. The judges love this!
  - If you have a video, bring in a clip (keep it short since you only have 6-10 minutes to speak and the majority must be you speaking. You must speak at least 6 minutes, so the video could be used as time from 7-10 minutes, but no more than a minute.
    - Embed video clips in PowerPoints and make sure they work.
    - Have your video up and ready to go in a separate window as soon as you get to the room that you are presenting in if necessary.
- A paper clip or small object to hold in your hand
  - If your hands shake, this will anchor them a bit and keep you from having the dreaded “death grip” on the podium
- A flash drive as a backup for your PowerPoint
  - You will only be permitted to use it if your head judge allows you to do so
- Printed PowerPoint slides (handout form) so that you can see which slide you are on, which slide comes next, etc.
  - If for some reason your PowerPoint does not work or the projector and computer aren’t working, you can use the overhead to zoom in on your slides
  - This will also keep you from talking while looking at the PowerPoint
    - Remember that you always want to face and speak to your audience, not the screen (this can take away from your voice quality)
  - Write notes about your talking points and transitions on your PowerPoint slides

### \*\*\*MOST COMMON TECHNICAL DIFFICULTY

Sometimes the projector is off center and cuts off part of your slides. Here’s a quick fix

1. Go to the final slide of your PowerPoint
2. Press enter so you get the black “end of slideshow” screen
3. On the gray projector remote, press the small round button that says “auto position”
  - \*It should be near the arrows (it’s very tiny)
4. Go back to the start of your presentation and you should be okay.

**Trust in yourself, your speech and your project. You’ve worked hard to get to this point, the judges are going to love you and this is the final hurdle of senior year!!**

## **APPROPRIATE CLOTHING FOR SENIOR BOARDS**

### **Your clothing should:**

- Follow the West Shore dress code
- Demonstrate awareness of Senior Boards as a professional presentation

### **We expect the following dress from all seniors on the day of Senior Boards:**

#### **MALES**

- Business suit with collared dress shirt and necktie OR
- Sport coat, dress slacks, collared dress shirt, and necktie OR
- Dress slacks, collared dress shirt, and necktie.
- Dress shoes and socks
- A banded collar shirt may be worn only with a business suit or sport coat.
- Use the iron! Wrinkles make a poor impression.

#### **FEMALES**

- Business suit with business blouse OR
- Business pantsuit with business blouse OR
- Business dress OR
- Skirt or dress slacks with business blouse
- Conservative dress shoes.
- Skirts should be an appropriate length for business attire.
- Use the iron! Wrinkles make a poor impression.

### **INAPPROPRIATE ATTIRE INCLUDES ANY OF THE FOLLOWING:**

- Denim or chambray clothing of any kind (e.g. jeans or jeans skirts)
- Overalls, shorts, skorts, stretch or stirrup pants, exercise or athletic clothing
- Backless, see-through, tight-fitting, spaghetti straps, strapless, extremely short or low-cut blouses, tops, dresses, or skirts
- Sandals, athletic shoes, industrial work shoes, hiking boots, bare or backless shoes, boots above the ankle, bare feet or flip-flops
- Athletic wear, including sneakers and letter jackets
- Visible foundation garments

(This dress code is recommended by the Future Business Leaders of America.)

**\*\* An exception to the above guidelines will be made if the attire is related to the product and in good taste. Check with the Senior Project Coordinator.**

**SENIOR PROJECT PRESENTATION SPECIAL REQUEST**

Student \_\_\_\_\_ Seminar Teacher \_\_\_\_\_  
(First Name) (Last Name)

Student Cell Phone Number \_\_\_\_\_

Presentation Title: \_\_\_\_\_

**Time Slot Considerations (explain why special consideration is needed):**

\_\_\_\_\_

\_\_\_\_\_

**Upstairs/Downstairs Preference (explain):**

\_\_\_\_\_

**Special Technology Requests (explain):**

\_\_\_\_\_

\_\_\_\_\_

## SAFETY NETS

You have many people that are committed to helping you succeed at your Senior Project. Your homeroom teacher, Senior Seminar teacher, Senior Project Coordinator, and the Senior Project Administrator will be with you every step of the way to encourage, explain, inspire, or motivate. There are also some built in safety nets that will catch you if you slip up. Safety nets are similar to a second chance, but you won't need these if you are careful of your deadlines. Each portion of the Senior Project has its own Safety Nets.

### Research Paper

Any student with a missing, incomplete (failed yes/no check sheet) or NO PASS paper must re-submit their paper at the first safety net date to be determined by the Sr. Project Coordinator. The highest grade that can be achieved from the first safety net is a 70%. If the student misses the safety net or the paper still scores a NO PASS, then they must re-submit their paper at the second safety net for a grade no higher than a 60%.

The second safety net is only for papers that failed the first safety net. Students CANNOT wait until these later dates to turn in their papers from the first time. If a student does not turn in a paper by the first safety net, the paper is an automatic zero that will impact their English and Sr. Seminar grade and the student will not be eligible for the Diploma of Distinction.

### Product & Portfolio

The product has one deadline. Students must submit a product and portfolio EVEN IF IT IS INCOMPLETE by this deadline. If a student does NOT pass the first evaluation of the physical product, the student has one safety net and must re-submit at this date. The highest grade given will be a 70%. The safety net is ONLY for those students who did not pass their product and portfolio from the deadline. You cannot submit the product or portfolio for the first time on the safety net date. ***Failure to submit a completed project or a partial project on the deadline date will result in a failure for their English grade and will not be eligible for the Diploma of Distinction.***

### Presentation

If a student misses the oral boards without permission from the Senior Project Coordinator or an Administrator, he/she must attend the oral board's safety net, and will receive a grade no higher than a 70%. If a student does not pass the boards on the safety net, it will result in a failure for their English grade and will not be eligible for the Diploma of Distinction.



# Appendix

- Audience Verification Form
- Rubrics
  - Research Paper Rubric
  - Product/Portfolio Rubric
  - Oral Presentation Rubric

## SENIOR PROJECT AUDIENCE VERIFICATION FORM

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- **To be used by students whose projects will be viewed by an outside audience. Please complete after the performance and return to the student. Thank you for participating in this phase of the Senior Project. Your cooperation and comments are valued.**

- Evaluator: \_\_\_\_\_

- Presenter: \_\_\_\_\_

- Location of Presentation: \_\_\_\_\_

- Date of Presentation: \_\_\_\_\_ Length of Presentation: \_\_\_\_\_

- **Presentation Evaluation**

- **Rate the presentation from 1 to 5, with 1 being low and 5 being high.**

- \_\_\_\_\_ Was the presenter prepared (all equipment, music, food, etc.)?

- \_\_\_\_\_ Did the presenter use good speech habits, such as volume, gestures, eye contact?

- \_\_\_\_\_ Did the presenter appear to have a good working knowledge of his/her subject material?

- \_\_\_\_\_ Was the presenter organized in terms of an introduction, middle, and end (welcome, thank you)?

- \_\_\_\_\_ Did you feel the presenter was enthusiastic about the subject area and performance?

- \_\_\_\_\_ Do you feel the presenter put in at least 20 hours of preparatory work for the performance?

- \_\_\_\_\_ Did the presentation offer new, interesting or educational information?

- (Use N/A if it is a musical performance)

- \_\_\_\_\_ Did the presenter offer quality answers to questions posed to him/her after the presentation? (Use N/A if musical performance)

- **Comments:**

**SENIOR PROJECT ARGUMENTATIVE PAPER EVALUATION FORM**

|   | <b>EXCEPTIONAL ACHIEVEMENT<br/>(12 pts.)</b>   | <b>MEETS STANDARD<br/>(10 pts.)</b>   | <b>APPROACHING<br/>STANDARD (8 pts.)</b>   | <b>BELOW STANDARD<br/>(6 pts.)</b>   |
|---|--|---|--|--|
| <b>Introduction</b>                         | <b>ENGAGING HOOK</b> connects to paper. Provides <b>THOUGHTFUL background information</b>  | <b>RELEVANT HOOK</b><br>Provides background information.  | <b>HOOK</b> is not included. Provides <b>SOME</b> relevant background information.   | Provides <b>LIMITED</b> and/or irrelevant background information.  |
| <b>Thesis</b>                               | <b>States counter argument, then PERSUASIVELY states their argument and WHAT</b> their paper seeks to prove and <b>HOW</b> it will be supported.         | <b>FOCUSED</b> thesis states purpose of paper and matches content.  | Thesis <b>ATTEMPTS</b> to state purpose of paper and matches content.  | Thesis <b>FAILS</b> to state purpose of paper and/or does not match the content of the paper.  |
| <b>Body</b>                                 | <b>ALL</b> body paragraphs have <b>ENGAGING</b> topic sentences and <b>CLEAR</b> transitions allowing the paper to <b>FLOW SMOOTHLY &amp; LOGICALLY.</b> | <b>ALL</b> body paragraphs have topic sentences and transitions allowing the paper to <b>FLOW LOGICALLY.</b>                                    | <b>MOST</b> body paragraphs have topic sentences and follow a <b>LOGICAL ORDER.</b>  | <b>MOST</b> body paragraphs <b>LACK</b> topic sentences and <b>DO NOT</b> follow a <b>LOGICAL</b> order. Paper shows poor organization.                            |
| <b>Research</b>                             | <b>CREDIBLE</b> and <b>RELEVANT</b> information <b>THOROUGHLY</b> supports the thesis.   | <b>ALL</b> information supports the thesis although some sources may not be very credible.  | <b>MOST</b> information supports the thesis.   | <b>SOME</b> information supports the thesis, but information is <b>LIMITED</b> and/or <b>IRRELEVANT</b> , or <b>INACCURATE.</b> Paper exhibits information dumping |
| <b>Synthesis of Information</b>             | <b>ALL</b> information is research based with <b>SKILLFUL EMBEDDING</b> of quotations/paraphrasing. Student includes <b>ORIGINAL</b> thoughts and ideas. | <b>ALL</b> information is research based with integration of student's own words.   | <b>MAJORITY</b> of information is research based and there is <b>SOME</b> integration of student's own words.                      | <b>MAJORITY</b> of information is <b>NOT</b> research based. Paper contains inappropriate pronouns, <b>We, You, I, Me, Our, etc.</b>                               |
| <b>Summative Persuasiveness of Argument</b> | Paper <b>THOROUGHLY</b> displays <b>STRONG</b> support for argument and <b>MEANINGFULLY</b> addresses counter-argument & refutes it.                     | Paper displays <b>CLEAR</b> support for argument and addresses counter-argument & refutes it.   | Paper <b>ATTEMPTS</b> to display support for argument and attempts to address the counter-argument.                                | Paper <b>LACKS</b> supporting details for argument and does not address counter argument   |
| <b>Conclusion</b>                           | Conclusion revisits thesis and main points. <b>INSIGHTFUL</b> or <b>COMPELLING.</b>  | Conclusion <b>SUMMARIZES</b> and <b>REFLECTS</b> , revisiting thesis and main points; sense of completion                                       | <b>ATTEMPTS</b> to restate major points, but <b>LACKS REFLECTION</b> ; may have restated the thesis word for word.                 | <b>POOR</b> conclusion does not revisit thesis and main points or conclusion is omitted.   |
| <b><u>MECHANICS</u></b>                     | Grammar, word usage, spelling, punctuation, and sentence structure errors <b>SELDOM OCCUR</b> and <b>DO NOT</b> <b>OBSCURE MEANING.</b>                  | Grammar, word usage, spelling, punctuation, and sentence structure errors <b>OCCASIONALLY OCCUR</b> , but <b>DO NOT</b> <b>OBSCURE MEANING.</b> | Grammar, word usage, spelling, punctuation, and sentence structure errors <b>OCCUR</b> , but <b>DO NOT</b> <b>OBSCURE MEANING.</b> | Grammar, word usage, spelling, punctuation, and sentence structure errors <b>OCCUR FREQUENTLY</b> , and <b>OBSCURE MEANING.</b>                                    |

- Any grade that is **BELOW A 70%** goes to the first safety net and must be revised to Meet the Standard The paper will not receive a grade higher than a 70%.
- Students: If you receive **BELOW STANDARD** in ANY category during pre-check, your paper **WILL NOT** go to grading and will go to the first safety net and must be revised to Meet the Standard. The paper will not receive a grade higher than a 70%.

**SENIOR PROJECT PRODUCT/PORTFOLIO EVALUATION FORM**

|   | <b>OUTSTANDING (10)</b>  | <b>EFFECTIVE (8)</b>  | <b>UNSATISFACTORY (6)</b>   |
|---|--|---|---|
| <b>REQUIRED FORMS (Portfolio)</b>                             | <ul style="list-style-type: none"> <li>• Pre-documentation forms and Consultant Evaluation is in <b>PROPER</b> form and <b>COMPLETED</b></li> <li>• Clean copy of research paper included</li> </ul>               | <ul style="list-style-type: none"> <li>• Pre-documentation forms are <b>COMPLETE</b></li> <li>• <b>MISSING</b> Consultant Evaluation</li> <li>• Research paper is not a clean copy</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>MISSING</b> any Pre-documentation forms</li> <li>• <b>MISSING</b> research paper</li> </ul>   |
| <b>APPEARANCE (Portfolio)</b>                                 | <ul style="list-style-type: none"> <li>• Title page, table of contents, and section dividers, <b>INCLUDED</b> and done properly.</li> <li>• A <b>CAREFUL, NEAT,</b> and <b>PROFESSIONAL</b> appearance</li> </ul>  | <ul style="list-style-type: none"> <li>• Title page, table of contents, and section dividers, <b>INCLUDED</b> but needs revision.</li> <li>• A <b>NEAT</b> appearance, although not professional</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>MISSING</b> title page, table of contents, and/or section dividers.</li> <li>• <b>UNTIDY, UNPROFESSIONAL,</b> and <b>DISORGANIZED.</b></li> </ul>                       |
| <b>LETTER TO JUDGES (Portfolio)</b>                           | <ul style="list-style-type: none"> <li>• Letter to Judges displays <b>EXCEPTIONAL</b> style, point of view, and self-discovery.</li> <li>• Grammatically <b>CORRECT</b></li> </ul>                                 | <ul style="list-style-type: none"> <li>• Letter to judges displays <b>ADEQUATE</b> style, point of view and self-discovery.</li> <li>• <b>SOME</b> spelling or sentence structure errors</li> </ul>   | <ul style="list-style-type: none"> <li>• Letter to judges displays <b>LITTLE</b> style, point of view, and self-discovery.</li> <li>• Grammatical errors <b>INTERFERE</b> with readability</li> </ul>               |
| <b>PROOF OF CONSULTANT INVOLVEMENT (Consultant Log Sheet)</b> | <ul style="list-style-type: none"> <li>• <b>COMPLETED</b> Consultant Log Sheet</li> <li>• <b>3 OR MORE</b> Consultant contacts</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>COMPLETED</b> Consultant Log Sheet</li> <li>• <b>1-2</b> Consultant contacts</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>NO</b> Consultant Log Sheet or</li> <li>• <b>NO</b> Consultant contacts</li> </ul>  |
| <b>PROJECT PRODUCT LOG ENTRIES (Product Log)</b>              | <ul style="list-style-type: none"> <li>• <b>THOUGHTFULLY</b> and <b>NEATLY</b> typed and organized</li> <li>• Content is <b>DETAILED</b> and <b>REFLECTIVE.</b></li> <li>• Grammatically <b>CORRECT</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>MOSTLY COMPLETED</b> and presented to that reader can make sense of what the student is saying.</li> <li>• Content is <b>NEAT</b> and <b>ORGANIZED.</b></li> <li>• Shows <b>SOME</b> detail and reflection.</li> <li>• <b>SOME</b> spelling or sentence structure errors</li> </ul> | <ul style="list-style-type: none"> <li>• <b>DISORGANIZED.</b></li> <li>• Content is <b>INSUFFICIENT, LACKS</b> detail and/or reflection.</li> <li>• Grammatical errors <b>INTERFERE</b> with readability</li> </ul> |
| <b>USE OF TIME (Product Log)</b>                              | <ul style="list-style-type: none"> <li>• <b>EXCEEDS</b> minimum time requirement with at least 20 hours</li> <li>• Pattern of time management is <b>ON-GOING</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>MEETS</b> the minimum time requirement of 20 hours.</li> <li>• Demonstrates <b>ADEQUATE</b> patterns of time management skills</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>DOES NOT</b> meet the 20 hr. minimum time requirement.</li> <li>• <b>LACKS</b> evidence of time management.</li> </ul>  |

|                                       | <b>OUTSTANDING (10)</b>   | <b>EFFECTIVE (8)</b>   | <b>UNSATISFACTORY (6)</b>   |
|---------------------------------------|---|--|---|
| <b>LEARNING STRETCH (Product Log)</b> | <ul style="list-style-type: none"> <li>A risk/stretch/challenge is <b>EXCEEDINGLY</b> evident.</li> <li>Demonstrates a <b>NEW</b> skill, <b>EXPANDS</b> previous knowledge or <b>EXPLORES</b> a new area.</li> </ul>  | <ul style="list-style-type: none"> <li>A risk/stretch/challenge is <b>EVIDENT</b>.</li> </ul>  | <ul style="list-style-type: none"> <li><b>NO</b> risk/stretch/challenge is evident.</li> </ul>  |
| <b>PROBLEM SOLVING (Product Log)</b>  | <ul style="list-style-type: none"> <li>Uses <b>SOPHISTICATED</b> and <b>APPROPRIATE</b> problem solving skills to work through the process to overcome difficulties/changes.</li> <li>Student is <b>PERSISTENT, FLEXIBLE</b> and <b>OPEN</b> to new solutions, advice and processes.</li> </ul> | <ul style="list-style-type: none"> <li>Uses <b>MODERATE</b> effort in working through the process.</li> </ul>  | <ul style="list-style-type: none"> <li>Shows <b>LITTLE EFFORT</b> in solving problems during the process.</li> <li>Gives up too soon.</li> <li>Does not question.</li> </ul>  |
| <b>SELF-EVALUATION (Portfolio)</b>    | <ul style="list-style-type: none"> <li><b>THOUGHTFULLY</b> and <b>NEATLY</b> typed and <b>ORGANIZED</b></li> <li>Content is <b>DETAILED</b> and <b>REFLECTIVE</b></li> <li><b>CONSISTENT</b> with logs</li> <li>Grammatically <b>CORRECT</b></li> </ul>   | <ul style="list-style-type: none"> <li>All items <b>MOSTLY COMPLETED</b> and presented</li> <li><b>NEAT</b> and <b>ORGANIZED</b>.</li> <li>Content shows <b>SOME</b> detail and reflection.</li> <li><b>CONSISTENT</b> with logs</li> <li><b>SOME</b> spelling or sentence structure errors</li> </ul> | <ul style="list-style-type: none"> <li><b>DISORGANIZED</b>.</li> <li>Content has <b>INSUFFICIENT</b> details and/or <b>LACKS</b> reflection.</li> <li><b>INCONSISTENT</b> with logs.</li> <li>Grammatical errors <b>INTERFERE</b> with readability</li> </ul> |

|  | <b>OUTSTANDING (26 - 30)</b>  | <b>EFFECTIVE (21 - 25)</b>  | <b>UNSATISFACTORY (0 - 20)</b>   |
|--|---|---|--|
| <b>QUALITY OF PRODUCT: (Item, Scrapbook, or Video) (30 Points)</b> | <ul style="list-style-type: none"> <li><b>EXCELLENT ATTENTION</b> to detail is evident.</li> <li><b>SUPERIOR</b> evidence.</li> <li>Photo evidence <b>includes explanations</b> that “tell a story.”</li> </ul> | <ul style="list-style-type: none"> <li><b>ATTENTION TO DETAIL</b> is evident.</li> <li>Shows <b>ADEQUATE</b> evidence although there may be some gaps in attention to detail.</li> <li>Photo evidence is <b>adequate</b> but may have gaps in “the story.”</li> </ul> | <ul style="list-style-type: none"> <li><b>DISREGARDS</b> detail.</li> <li>Visual evidence is <b>INSUFFICIENT</b>.</li> <li>Work is <b>DISORGANIZED, SLOPPY,</b> and/or <b>HASTILY</b> done.</li> <li>Photos <b>don’t have</b> captions.</li> </ul> |

- An **UNSATISFACTORY** score for any item is an automatic **NO PASS**. Resubmit to Sr. Project Coordinator if any unacceptable marks, final score will not be higher than a **70%**.

**PRODUCT / PORTFOLIO SCORE = \_\_\_\_\_**

**COMMENTS:**

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

Evaluator Code: \_\_\_\_\_

## Senior Project Presentation Evaluation Form

|  | Criteria   | Exceptional Achievement<br>10 or 9 points<br>CHOOSE ONE  | Meets Standard<br>8 points   | Approaching Standard<br>7 points   | Below Standard<br>6 points   | Score | Comments |
|--|--|--|--|--|--|-------|----------|
| <b>C<br/>O<br/>N<br/>T<br/>E<br/>N<br/>T</b> | <b>Introduction</b><br><i>Does the intro give a creative overview of the project or purpose of the speech?</i> | <ul style="list-style-type: none"> <li>Opening is interesting and appropriate and grabs your attention</li> <li>Natural flow throughout from hook to topic</li> <li>Appropriate background info/connection to topic</li> </ul>     | <ul style="list-style-type: none"> <li>Attention getter is attempted and appropriate</li> <li>Most of intro flows naturally</li> <li>Some background info</li> </ul> | <ul style="list-style-type: none"> <li>Attention getter lacks spark</li> <li>Introduction is abrupt</li> <li>Background info lacking</li> </ul>          | <ul style="list-style-type: none"> <li>Needs restructuring</li> <li>Needs more content</li> <li>Only states topic</li> </ul>                                     |       |          |
|  | <b>Knowledge Depth</b><br><i>Is the student knowledgeable on the topic?</i>                                    | <ul style="list-style-type: none"> <li>Communicates knowledge, skills, and attitudes learned.</li> <li>Connects research and product</li> <li>In-depth knowledge of topic</li> <li>Explains learning stretch/challenges</li> </ul> | <ul style="list-style-type: none"> <li>Communicates learning</li> <li>Connects research and product</li> <li>Explains learning stretch</li> </ul>                    | <ul style="list-style-type: none"> <li>Learning seems limited</li> <li>Research or project knowledge lacks depth</li> <li>No learning stretch</li> </ul> | <ul style="list-style-type: none"> <li>Lack of commitment is evident</li> <li>No learning or stretch is apparent</li> </ul>                                      |       |          |
|  | <b>Speech Body</b><br><i>Is there a natural flow/progression from topic to topic and is content engaging?</i>  | <ul style="list-style-type: none"> <li>Reflective, insightful or engaging content</li> <li>Points logically organized</li> <li>Skillfully integrated transitions provide flow</li> </ul>   | <ul style="list-style-type: none"> <li>Organized in logical sequence</li> <li>Smooth transitions</li> </ul>  | <ul style="list-style-type: none"> <li>Somewhat organized &amp; logical</li> <li>Transitions inconsistent or missing</li> </ul>                          | <ul style="list-style-type: none"> <li>Disorganized/ jumps from topic to topic</li> <li>No transitions at all</li> <li>Ideas are choppy or incomplete</li> </ul> |       |          |
|  | <b>Conclusion</b><br><i>Does the student reflect?<br/>Does the speech sound complete?</i>                      | <ul style="list-style-type: none"> <li>Reflective</li> <li>Attempt to be creative</li> <li>Final sentence makes speech sound complete</li> </ul>   | <ul style="list-style-type: none"> <li>Summarizes somewhat</li> <li>Sense of completion</li> </ul>   | <ul style="list-style-type: none"> <li>Restates major points but lacks reflection</li> <li>Leaves the audience wanting more</li> </ul>                   | <ul style="list-style-type: none"> <li>Too abrupt</li> </ul>   |       |          |
| <b>V<br/>I<br/>S<br/>U<br/>A<br/>L</b>       | <b>PowerPoint Visual Aid</b><br><i>Visuals flow with the talking points</i>                                    | <ul style="list-style-type: none"> <li>All visuals flow well with speech</li> <li>Visually engaging design</li> </ul>  | <ul style="list-style-type: none"> <li>Most visuals flow well with speech</li> <li>Visuals/ words are large enough</li> </ul>  | <ul style="list-style-type: none"> <li>Does not flow with speech</li> <li>Visuals are not clear, low quality</li> </ul>                                  | <ul style="list-style-type: none"> <li>Mostly notes (same as talking points)</li> <li>Slides out of order</li> </ul>   |       |          |
|  | <b>Power Point</b><br>Professional appearance/<br>Grammatically Correct  | <ul style="list-style-type: none"> <li>Displays planning &amp; organization</li> <li>Professional &amp; attractive</li> <li>No grammatical errors</li> </ul>   | <ul style="list-style-type: none"> <li>Polished appearance</li> <li>No grammatical errors</li> </ul>   | <ul style="list-style-type: none"> <li>Needs more work</li> <li>Minor grammatical errors</li> </ul>  | <ul style="list-style-type: none"> <li>Poor quality throughout</li> </ul>  |       |          |

|  | Criteria  | Exceptional Achievement<br>10 OR 9: Choose One   | Meets Standard<br>8 point   | Approaching Standard<br>7 points   | Below Standard<br>6 points  | Score |                  |
|--|---|--|---|--|---|-------|------------------|
| <b>D<br/>E<br/>L<br/>I<br/>V<br/>E<br/>R<br/>Y</b> | <b>Language Use</b><br><i>Grammar</i><br><i>Vocabulary</i><br><i>Appropriate Language</i>                       | <ul style="list-style-type: none"> <li>Formal language is used</li> <li><b>Clear command</b> of project related terms</li> <li>Correct grammar and usage</li> </ul>  | <ul style="list-style-type: none"> <li>Formal language is used</li> <li><b>Appropriate</b> use of project related terms</li> <li>Minimal errors in grammar and usage</li> </ul>   | <ul style="list-style-type: none"> <li>Slang is used inappropriately</li> <li>Some errors in use of project related terms</li> <li><b>Distracting lapses</b> in grammar and usage, such as ums, and, like, ah</li> </ul>       | <ul style="list-style-type: none"> <li>Slang, lack of formal language;</li> <li>No understanding of project related terms</li> <li>Significant errors in grammar and usage</li> </ul>   |       |                  |
|  | <b>Poise/Delivery</b><br><i>Body language</i><br><i>Attitude</i><br><i>Eye contact</i><br><i>Expressiveness</i> | <ul style="list-style-type: none"> <li>Relaxed body language</li> <li>Enthusiastic in facial expressions or hand gestures</li> <li><b>Consistent</b> and <b>effective</b> use of eye contact</li> <li>Shows <b>engagement</b> in topic (energy)</li> <li>Good posture</li> </ul> | <ul style="list-style-type: none"> <li><b>Good</b> posture</li> <li><b>Calm</b> delivery; <b>somewhat</b> enthusiastic</li> <li><b>Effective</b> eye contact</li> <li>Does not “read” from notes or PowerPoint to the audience</li> </ul> | <ul style="list-style-type: none"> <li><b>Somewhat</b> relaxed delivery with minor signs of nervousness</li> <li><b>Limited</b> but present enthusiasm</li> <li>Limited eye contact</li> <li>May “read” to audience</li> </ul> | <ul style="list-style-type: none"> <li>Nervous body language</li> <li>Lacks enthusiasm</li> <li>Shows <b>great discomfort</b> in speaking</li> <li>Little eye contact or <b>too much “reading”</b> to the audience</li> </ul> |       |                  |
|  | <b>Voice Quality</b><br><i>Inflection</i><br><i>Interest shown in topic</i><br><i>Volume, Pace</i>              | <ul style="list-style-type: none"> <li><b>Skillfully</b> uses voice inflection</li> <li>Shows <b>engagement</b> in topic (energy)</li> <li><b>Projects</b> voice well</li> <li>Even pace/ Clear articulation</li> </ul>  | <ul style="list-style-type: none"> <li><b>Expressive</b> voice</li> <li><b>Appropriate</b> volume</li> <li><b>Mostly</b> even paced</li> </ul>  | <ul style="list-style-type: none"> <li><b>Some</b> voice inflection</li> <li>Can hear most of the time</li> <li>Pace <b>varies</b>, may be too fast or slow at times</li> </ul>  | <ul style="list-style-type: none"> <li><b>Lacks</b> voice inflection</li> <li><b>Difficult</b> to hear</li> <li>Speaks too fast or mumbles</li> </ul>   |       |                  |
| <b>O<br/>T<br/>H<br/>E<br/>R</b>                   | <b>Question &amp; Answer</b><br><i>Knowledge</i><br><i>Poise</i><br><i>Professionalism</i>                      | <ul style="list-style-type: none"> <li>Answers questions with <b>ease and expertise</b></li> <li>Shows <b>confidence</b></li> </ul>  | <ul style="list-style-type: none"> <li>Answers all simple questions</li> <li>Difficult questions show emerging understanding</li> </ul>   | <ul style="list-style-type: none"> <li>Difficulty in articulating ideas</li> <li>Knowledge is <b>limited</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Unclear</b> answers</li> <li>Shows limited knowledge and no deeper understanding</li> </ul>   |       |                  |
|  | Attire<br><i>Professional</i><br><i>Appropriate</i>   | <ul style="list-style-type: none"> <li>MALES: Business Attire</li> <li>FEMALES: Business Attire</li> <li>ALL: dress shoes</li> </ul>   | <ul style="list-style-type: none"> <li>Not applicable</li> </ul>  | <ul style="list-style-type: none"> <li>Neatly dressed but lacking appropriate professionalism and formality</li> </ul>   | <ul style="list-style-type: none"> <li>Too casual; inappropriate shoes</li> </ul>   |       | Head Judge Only! |

TOTAL PRESENTATION TIME: \_\_\_\_\_ (5 mins. Q & A NOT included)

SPEECH LENGTH (at least 6 minutes; not over 10): YES \_\_\_\_\_ NO \_\_\_\_\_ (Head judge will deduct 10 pts.)

Total Points \_\_\_\_\_ (remember to deduct 10 pts. from total average score if student is under time)

**COMMENTS:**

