Class of 2014

Senior Project
Student Handbook

Table of Contents

Senior Project Basics

Senior project is a graduation requirement at Casa Roble High School; this means that to graduate you must complete this project. To walk at graduation, the project must be completed on time.

1. There are essentially four parts to your senior project.
   - A. You must complete twenty hours working towards a goal.
   - B. You must compile a portfolio as evidence of your hours.
   - C. You must complete a five-seven page paper that relates to your hours and goal.
   - D. You must share your findings/experience with a senior project board in a ten to fifteen minute speech. If you complete a senior project that is performance based, you will need to complete a 10-15 minute speech and a three minute live performance/demonstration.

2. Your senior project topic must fit into one of four categories.
   - A. Physical Product
   - B. Performance
   - C. Volunteer
   - D. Job Shadow

   (See product categories for more information)

3. You must have a product, as evidence of your hours, to present at the board.
   - A. If your product is your performance, no video taped performances are allowed. All performances are to be live and three minutes long. If you believe it is impossible to have a live performance, see Ms. Cameron for a waiver.
   - B. If you job shadow or volunteer, you must write a report as your product.
   - C. If you make a physical product, plan to bring it to your board. Again, if you believe you cannot bring your product, see Ms. Cameron for a waiver.

4. Your blue portfolio must be completed and handed in on time and should be neat and free of errors. Be aware that the entire senior project board panel will be reviewing this portfolio. This is your first chance to make a good impression. Your blue portfolio contains 10 items including the title graphic, inventory sheet, proposal letter, parent consent form, research paper, research rubric, working log, reflective log with photos, mentor verification, and self evaluation. You may also have a job shadow or volunteer report.

5. You will have a lot of guidance while completing your senior project. Your English teacher is very knowledgeable in all parts of senior project and will walk you through the process. If you have English first term, you will choose a supervising teacher to help guide you through the process. You can also get

help from Ms. Cameron, the senior project coordinator. She is available in room D-8 or at mcameron@sanjuan.edu.

6. You must work with a mentor. You are responsible for finding and staying in contact with this person. Your mentor must be knowledgeable, preferably professionally employed, in your field of study and must be 23 years old or older. Your mentor may not be your parent or sibling. Plan to spend 20 hours with your mentor.

7. It is best to begin your project when you begin English Four (or the equivalent of English Four). You may not begin before July 1, 2012.

Product Categories

Basic categories of study and requirements for each

For senior project, each senior should demonstrate an interest in a specific, academically challenging goal and show a clear path of progress toward that goal. The product should demonstrate NEW LEARNING and may not be part of a class, academy or organized athletic activity at Casa Roble High School; this includes ROP classes. The product must fit into one of the following categories.

1. Physical Product: A physical product is a tangible item that one makes. Items such as woodworking, sewing, writing, and working on cars are all considered physical products.

    a. The item should be made entirely by the senior. Kits, especially craft kits, are not acceptable. (If it comes in a box at Michael's, it is probably not a senior project.)
    b. The actual item must be brought to the board
    c. The student must be prepared to explain the item to the board, demonstrating new learning.
    d. The research paper should relate to the product in some way, but may not be a "how to" or "history of" paper.

    Examples:
    a. Creating a portfolio of black and white photos emulating Ansel Adams. The paper might look at how Ansel Adams influenced the photography world.
    b. Creating a king sized quilt. The paper might focus on the purpose of quilting during the Underground Railroad.

2. Performance: A performance is a skill you learn, usually through classes taught outside of Casa, which can be demonstrated through a live performance. Drama, dance and music presentations are all considered part of the performance category. Scuba diving and martial arts are also considered performances.

    a. The product is a live, three-minute performance. This performance will occur after the ten-minute speech.
    b. The senior should discuss the process of learning this skill to demonstrate new learning.
    c. The research paper should relate to the product in some way, but may not be a "how to" or "history of" paper.

Examples:

    a. Learning how to Salsa Dance. The paper might be a comparison of Latin Dance styles.

    b. Learning the basics of yoga. The paper might focus on the health benefits of yoga.

2. Job Shadow: A job shadow project is one where the senior follows/helps a professional. Working with a nurse, working in a school, and coaching are all considered Job Shadowing.

The product is a report of at least 750 words explaining the duties observed by the senior during his/her job shadow experience. The senior will explain common protocols involved in the profession. While videos are acceptable visual aids, a job shadow project must include a job shadow review. There are specific guidelines for the job shadow review.

The Job shadow review is due with the senior's blue portfolio.

The senior should explain one's job shadow experiences, outlining new learning. He/she should also explain the protocols explained in the job shadow review. (Bring copies of the job shadow review to give to the judges).

The research paper should relate to the product in some way, but may not be a "how to" or "history of" paper. The paper should not be a description of the senior's experience.

Examples:

    a. Coaching a peewee basketball team. The paper might focus on the learning styles of children.

    b. Teaching American Sign Language to a third grade class. The paper might focus on the effects of the Cochlear Implant on the deaf community.

3. Volunteer Experience: A volunteer experience is when a senior dedicates twenty hours of time to a not-for-profit organization. This organization should not be part of a church or youth group. Volunteering for a political campaign, volunteering at a hospital and volunteering to build homes for the less fortunate are all volunteer experiences. A volunteer experience must contain new learning.

The product is a report, of at least 750 words, explaining the duties of the seniors' volunteer experience as well as explaining common protocols involved in the volunteer experience. While videos are acceptable forms of visual aids, a volunteer experience project requires a volunteer review. There are specific guidelines for the job

        shadow/volunteer review.

The volunteer report is due with the senior's portfolio.

The senior should explain one's volunteer experiences, outlining new learning. He/she should also explain the volunteer review to the board. (Bring copies of the review

        to give to the judges).

The research paper should relate to the product in some way, but may not be a "how to" or "history of" paper. The paper should not be a description of the senior's experience.

Examples:
   a. Building houses for the poor. The paper might focus on economic hardships in less developed countries.

The Blue Portfolio

The blue portfolio is the first thing the community judges see. It is the senior's opportunity to make a good first impression. This portfolio should be neat and free of errors. Items in this portfolio should not be wrinkled, glued together, or dirty. All items should be typed. All signatures should be original, no photocopied signatures allowed. All items should be contained in the folder and placed in the order listed on the inventory sheet.

Please use only the blue folder provided by your English teacher. Label the folder with a white label sticker containing the following information:
b. Student's name (center, proper name)
c. English teacher's name (bottom right corner)
d. Supervising teacher's name (upper left corner)
e. Type of product (upper right corner)

Example:

Mr. Alves   Physical
                Joe Smith
                            Ms. Cameron

- If student has second term English, omit supervising teacher's name.

The Blue Portfolio contains 10 items.   Directions for each item are listed below.

TITLE GRAPHIC
The title graphic is the title page of your entire project. It should be printed on sturdy paper, in color, and must be typed. No stapled or glued elements are allowed. The title graphic contains the title of the research paper, the title of the project, the student's name and a graphic that represents the project.   The graphic should be clear and the fonts should be easy to read. (English Content Standard: Writing Strategies: 1.8.)

Format:

Title of Project
Graphic
Title of Paper
Your Name

INVENTORY SHEET
This sheet is a list of each of the elements of senior project and is

available in room D-8 or a senior English teacher's room. Fill out the top portion in blue or black ink, be neat and be sure to fill out each item. The verification signature column is for the English and/or Supervising Teacher. The senior should not sign these spaces.

PROPOSAL LETTER
The purpose of this letter is to verify the senior's plans for his/her project. It needs to contain all the information necessary for contacting the mentor, as well as a clear plan for the project. This must be single spaced and typed in 12-point academic font (Times New Roman). The letter must be signed by the student, the mentor and the Parent(s). Specific items are listed on appendix A.
The proposal is read in a committee format and the senior is expected to attend the proposal reading to answer any questions regarding his/her plan. Indicating that the idea is relevant and the plan is appropriate, a committee member will sign the proposal letter. The senior English teacher should not sign the proposal. (English Content Standards: conventions: 1.1, 1.2, 1.3 and writing: 2.5.)

MENTOR SIGNATURE SHEET
The purpose of this item is to keep an accurate record of all necessary contact information of the mentor.

PARENT CONSENT FORM
The purpose of this letter is to inform parent(s) of the due dates and requirements of senior project.
Senior English teachers or the senior project coordinator have copies of the parent consent form.

RESEARCH PAPER
The purpose of the paper is to familiarize the student with the process of completing a formal research paper while further familiarizing the student with his/her chosen topic. The paper is to follow MLA format (the rules of this format should be discussed in the student's English class). It is to be typed in 12 point, Times New Roman font and double-spaced. The title of the paper is not to be in a different font or different font size. The margins are to be one inch. The paper must contain a Works Cited page and must utilize at least four sources. The web site citationmachine.net is very helpful while compiling the works cited page.
This is a formal paper, not a report of information. Therefore, "no how-to" or "history of" papers are permitted. The student's paper should prove a point.
(English Content Standards: Conventions: 1.1, 1.2, 1.3 and writing: 1.6, 1.7, 1.9 and Organization 1.1, 1.2, 1.3, 1.5.)

EXAMPLES:
Report: The history and evolution of basketball.
Research: How learning theories can assist a basketball coach.

Report: How to build a dresser.
Research: How current technology has significantly changed the methods utilized in woodworking.

Report: The evolution of Salsa Dance.
Research: The health benefits of Salsa Dance far outweigh the health benefits of other modern dances.

Remember, this is a research paper. Research papers do not have cover sheets. The first page of the paper should contain the following information in the upper corner.

Student's Name

Senior Project Paper

Name of English Teacher

Name of English Class

Date

A team of English teachers grades the research paper and the grade is based on a six-point scale. Each paper is read twice to ensure maximum fairness.   If a student fails, he/she is given **two weeks** to correct mistakes and re-submit the paper.

RESEARCH RUBRIC
The research rubric is the grading scale for the senior project paper. The rubric is available in the senior project coordinator's office or from any senior English teacher.

WORKING LOG
The working log is a daily account of the hours spent on the senior project. It is a basic excel spreadsheet. The student's mentor must sign after each entry and must sign the bottom of the completed log. This item does NOT have to be typed. Forms are available from English teacher as well as in the coordinator's office.

REFLECTIVE LOG WITH PHOTOS
This item is an extension of the working log; the purpose is to have the student reflect on his/her experience(s). This item must be typed, 12-point font and double-spaced. It must contain at least ten photos and the document must be no less than three pages. A reflective log that is less than three pages is generally not enough information and can be sent back to the student for

expansion.   The final reflective log is similar to a set of diary entries which mention the photos to help communicate the events discussed. Most photos must include both the mentor and the student. The photos must be in color, easy to see, and relevant to the progress of the student's goal. **No crumpled, dirty, or sloppy work will be accepted—the student's portfolio will be returned if it is sloppy. The format for this item is online; all students must use a format similar to the one that is online.**

SELF-EVALUATION
      The purpose of the self-evaluation is to give the student an opportunity to reflect on his/her progress and how that progress relates to the school-wide learning goals (ESLRS). The self-evaluation must be typed, double-spaced, 12-point Times New Roman font. It should be approximately two pages in length. This is not an essay; it is more like a list of questions with corresponding answers. The student should bold or italicize each ESLR as he/she addresses it. (See appendix C). (English Content Standards: Conventions: 1.1, 1.2, 1.3, and writing 1.1, 1.5.)

MENTOR VERIFICATION
      The purpose of this item is to verify the mentor's knowledge of the student's progress toward his/her goal. This item does NOT have to be typed and is to be filled out by the mentor. The mentor verification is available in the senior project coordinator's office or from any senior English teacher.

JOB SHADOW/VOLUNTEER REPORT
      All products that fall under the job shadow/volunteer category require a report. The report must be typed, double spaced, and the font is to be 12-point Times New Roman. The report must be at least 750 words in length. Students must follow the specific guidelines for the report (see appendix E).

The Presentation

      The senior project culminates in a ten to fifteen minute presentation (**The minimum time does not include the required three minute performance for those using a performance rubric).** This presentation is part of the project and must be taken seriously. Work, medical appointments, and other activities are not valid excuses for missing the presentation. Plan accordingly.

A "senior project board" will hear each presentation and assign a grade based on a four-point scale (see appendix). Each board contains four-six members. These members are teachers, parent volunteers and community members.

Each presentation needs at least two visual aids. These visual aids should be objects that aid in the understanding of the student's learning/project. Posters with additional photos on them do not qualify as visual aids; there are already photos in the blue portfolio. Charts, designs, and tools make good visual aids. If a video is used as a visual aid, it should be no more than one and one half minutes long.

Seniors MUST dress appropriately for this presentation. Attire should be close to what one would wear to a job interview. No flip-flops and no jeans! Boys should wear slacks, a nice shirt, and dress shoes. Girls should wear a skirt or dress of appropriate length, or slacks, a blouse, and dress shoes. The only exception is if the senior is dressing in a manner that reflects his/her senior project. For example, a student who is going to discuss his/her time job shadowing a nurse would be permitted to wear scrubs. (English content standards: listening and speaking 1.4, 1.5, .6, 1.7, 1.8, 1.9, 1.10.)

Senior Project Presentation Outline

1. INTRODUCTION
   a. Hook
      A hook grabs the attention of the audience. Statistics, stories, and quotes make excellent hooks.
   b. Introduce yourself and your product
   c. Your interest in this area
      Why did you pick this as your senior project? What is your prior experience in this field of study?
   d. Who is your mentor and how did you find him/her?
   (About two minutes)
2. RESEARCH PAPER
   a. State the topic of your paper and outline the main points (at least two).
   b. Discuss the process of writing the paper
   c. Reflect on how the paper did or did not assist you during your twenty hours.
   (About two minutes).
3. THE PRODUCT
   f. Discuss how you spent your hours. What did you do? Include information from the beginning, middle, and end of your project. Reference your photos and blue portfolio here.
   g. Share your product. Go through the steps needed to create your product.
   h. Make sure you use your visual aids here. Visual aids help to explain or demonstrate the middle steps of your project/hours. These should prove ownership of your project.
   (six minutes).
4. WRAP-UP
   a. Reflect on your experience. Is this something you will continue to do? Did you enjoy it?
   (two minutes)

_____
   Twelve minutes—easy!

Note: Try and include the ESLRS in your speech.

Helpful hint: Have a story handy in case you find yourself needing to make-up time. You could discuss a problem you had or a success story you experienced.

Appendix A

Proposal Letter

Directions: Write a business letter outlining your plans for senior project. Make sure you use complete sentences, type it, and make sure you have included all required signatures on the same page as the letter.

Paragraph One: What is the goal of your senior project? What would you like to learn and accomplish?   What is your experience in this field of study? How is this an academic and/or challenging goal?

Paragraph Two: Who is your mentor? What is his or her address and phone number? What professional experience does this person have in this field? What makes this person qualified to be your mentor? What do you expect your mentor to teach you?

Paragraph Three: What will your product be? Describe this in as much detail as possible.

Paragraph Four: What research might you complete to assist you in completing your goal? Please list some possible paper ideas.

Paragraphs Five and Six: Please copy the following paragraphs exactly as they appear (do not italicize these paragraphs). These paragraphs indicate your knowledge of the due dates for senior project as well as your knowledge of the seriousness of plagiarism and forgery.

*Should my mentor or my product change, I will have the changes approved by my supervising teacher or English four teacher by **(insert date**). If my product changes and I do not submit the proper paperwork, I understand that I will not pass senior project. I understand that my completed portfolio is due on **(insert date)** and should include the job shadow/volunteer report if applicable. This final portfolio must be delivered to the senior project coordinator no later than 3:00 P.M. I understand that my blue portfolio must contain all necessary*

*signatures on the inventory sheet or my blue portfolio will be considered late. I further understand that the entire project, including all products, must be completed by **(insert date)** or I will be denied the privilege of walking at graduation.*

I completely understand the seriousness of plagiarism and forgery and agree that either of these offenses will negate the contents of this entire project. I also understand that my project cannot be a copy of any past Senior Project and any props or extras that I might use must be of my own creation.

Signatures: Close your letter by including your signature, your parents' signature(s), and your mentor's signature.

Approval Section; Please include a footer with the following lines (exactly as they appear below):

Approved/Approved with modifications/Not Approved

Committee Signature_____

Room Number _____

Committee Signature _____

Room Number_____

Appendix B

Senior Project
Self-Evaluation

Please answer the following questions thoroughly. Type out each question and then answer it using complete sentences. Type your work.

1. Estimate the total number of hours you spent toward completing your product.

2. Describe the types of problems you encountered while working on each part of this project: the paper, the hours, and the product.

3. Now that you have completed your entire project including the paper, hours, and product, summarize how the three parts link to each other. How does the topic of your research paper relate to the 20 (or more) hours needed to finish your product?

4. Relate your senior project to the school wide ESLRS. How does your project meet each learning outcome? Does your project relate to your Naviance personality inventory in any way?

5. Looking back, how would you change your senior project? Would you choose an entirely different project or modify some aspect of the one you pursued? Would you change your choice of mentor, product or amount of time you put into the project as a whole? If you were completely satisfied with all of your choices, describe why.

6. Reflect on your experience, make sure you discuss the different stages of progress you experienced. How does your final product meet, exceed or fall short of personal expectations?

7. Will having completed this project affect your future in any way? Will you continue to pursue or avoid this area of work altogether now that you have completed this project? Fully explain your responses.

Appendix C

Senior Project Volunteer/Job Shadow Report

Outline

750 Word Minimum

Five paragraph essay

The purpose of the volunteer/job shadow report is to closely examine several aspects of the volunteer/job shadow experience. This is your opportunity to share the knowledge you acquired while on the job and it is your product. Bring five copies to your board presentation.

Task One: Describe your initial goal(s). Then discuss how your experience met or exceeded your expected learning outcomes. (What did your mentor teach you?) (one paragraph)

Task Two: Describe three or four typical protocols involved in the execution of the job you observed or the job you helped to complete. Be sure to use the language involved in the profession you observed. Feel free to interview your mentor and include direct quotes if possible. A protocol is the specific way a task is performed. This might include how to approach a house when on a police call, how to write a lesson plan, how to properly install a doorframe, or how to plan a sports practice. This is your opportunity to demonstrate the knowledge you have acquired. (three paragraphs)

Task Three: Reflect on your experience. Would you do this again? Will you continue to volunteer? Will you consider this as a job/career choice? (one paragraph)

Appendix D
Presentation Rubrics

PERFORMANCE
Senior Project Presentation Rubric

Name _____ **Subject** _____

4: An EXEMPLARY SP Presentation includes all or most of the following:
- Exceptional performance; complex and creative—panel is impressed with overall quality
- Performance reveals considerable preparation/practice—student has deeply immersed him/herself into the artistic experience, far surpassing time expectations
- Detailed description of the learning experience reveals impressive depth of knowledge
- Highly organized; all elements fully addressed; excellent pacing, graceful transitions
- Skillful use of language; rich and fluent vocabulary relevant to the domain; ideas clearly expressed
- Clear evidence of rehearsal (minimal reliance on notes); student is confident and assured; engages panel with enthusiasm, intonation, gesture, eye contact, sophisticated visuals

3: A COMMENDABLE SP Presentation includes all or most of the following:
- Ambitious performance, but may lack the refinement, complexity and/or creativity of the 4
- Performance reflects a significant time commitment that exceeds the 20 hour requirement
- Complete explanation of the learning experience reveals appreciable depth of knowledge
- Organized presentation; all element addressed; good pacing; clear transitions
- Mature, appropriate, and relevant use of language relevant to the domain of study; good clarity
- Rehearsal evident (some reliance on notes); student is prepared; attempts to engage panel with intonation, gesture, eye contact, effective visuals, but may lack the ease/fluency of the 4

2: An ADEQUATE SP Presentation includes all or most of the following:
- Satisfactory performance, but may lack the quality, complexity, or ambition of the 3/4
- Performance reflects satisfactory time commitment that meets the 20 hour requirement
- Limited explanation of the learning experience reveals some depth of knowledge
- Plan is evident, but pacing and depth of elements may vary; transitions may be abrupt
- Appropriate use of language, but may overuse vague generalities ("things" "stuff" "whatever"); limited/uncertain use of terminology relevant to the domain of study
- Minimal evidence of rehearsal (heavy reliance on notes); student lacks confidence/assurance; some attempt to engage audience; some enthusiasm, gestures, eye contact; simplistic visuals

1: An UNSATISFACTORY SP includes all or most of the following:
- Simplistic, unskilled, and/or clumsy performance; student may be unable to complete performance
- Performance reflects limited time commitment that fails to reflect the 20 hour time requirement
- Brief explanation of the learning experience reveals little or no depth of knowledge
- Poor organization; presentation lacks coherence; unclear and/or awkward transitions
- Speech marred by lack of clarity and/or informal (slang) and over-generalized language
- No evidence of rehearsal (may read directly from notes); student is simply unprepared; little or no attempt to engage panel; presentation lacks enthusiasm, eye contact; poor visuals
- **AUTO FAIL: Presentation fails to meet 10 minute time requirement**

Not Scored: A Performance-based SP Presentation may not be scored for the following reasons:
1. A significant discrepancy exists between what the student claims to have learned and what he/she is able to do
2. The student is without any visual aids to assist presentation.

The project will be automatically reviewed, and a grade will be determined by the review committee

VOLUNTEER

Senior Project Presentation Rubric

Name _____ **Subject** _____

4: An EXEMPLARY SP Presentation includes all or most of the following:
- Evidence that student initiated a program that had a significant impact on the community, and/or had a leadership role in the volunteer experience
- Evidence that student has deeply immersed him/herself into the volunteer experience, far surpassing time expectations
- Detailed description of the volunteer experience reveals insightful revelation of what was learned from the experience and commitment to communal responsibility
- Highly organized speech; all elements fully addressed; excellent pacing, graceful transitions
- Skillful use of language; rich and fluent vocabulary relevant to the endeavor; ideas clearly expressed
- Clear evidence of rehearsal (minimal reliance on notes); student is confident and assured; engages panel with enthusiasm, intonation, gesture, eye contact, sophisticated visuals

3: A COMMENDABLE SP Presentation includes all or most of the following:
- Evidence that student was trained and participated in a program that had a positive impact on community
- Evidence of a commitment to the volunteer experience that exceeds the 20 hour requirement
- Complete explanation of the volunteer experience reveals appreciable learning and commitment to communal responsibility
- Organized presentation; all elements addressed; good pacing; clear transitions
- Mature, appropriate, and relevant use of language relevant to the endeavor; good clarity
- Rehearsal evident (some reliance on notes); student is prepared; attempts to engage panel with intonation, gesture, eye contact, effective visuals, but may lack the ease/fluency of the 4;

2: An ADEQUATE SP Presentation includes all or most of the following:
- Evidence that the student volunteer experience helped the community, but in a less significant way that the 3/4 project
- Evidence of a commitment to volunteer experience that meets the 20 hour requirement
- Explanation of the experience reveals some learning and understanding of communal responsibility
- Plan is evident, but pacing and depth of elements may vary; transitions may be abrupt
- Appropriate use of language, but may overuse vague generalities ("things" "stuff" "whatever") and/or fillers such as "um," and "you know," etc. limited/uncertain use of terminology relevant to endeavor
- Minimal evidence of rehearsal (heavy reliance on notes); student lacks confidence/assurance; some attempt to engage audience; some enthusiasm, gestures, eye contact; simplistic visuals

1: An UNSATISFACTORY SP includes all or most of the following:
- Little or no evidence of positive impact on community
- Little or no evidence that commitment to volunteer experience met the 20 requirement
- Limited explanation of the volunteer experience reveals little or no learning or commitment to communal responsibility
- Poor organization; one or more elements omitted or glossed over; unclear and/or awkward transitions
- Speech marred by lack of clarity via over-generalized or informal language, and /or fillers; terminology relevant to the endeavor often misused or missing altogether
- No evidence of rehearsal (may read directly from notes); student simply unprepared; no attempt to engage audience; presentation lacks enthusiasm and/or eye contact; no visuals
- **AUTO FAIL: Presentation did not meet 10 minute time requirement**

NOT SCORED: A Volunteer-based SP Presentation may not be scored for any of the following reasons:
1. A panel member suspects that the student did not complete project as indicated in presentation.
2. Student is without Volunteer Report and/or visual aids to assist presentation

The project will be automatically reviewed, and a grade will be determined by review committee.

<u>PRODUCT</u>
Senior Project Presentation Rubric

4: An EXEMPLARY SP Presentation includes all or most of the following:
- A product with exceptional attention to detail—panel is impressed with overall quality
- Quality of product suggests that student deeply immersed him/herself into the experience, far surpassing time expectations
- Detailed description of the experience reveals impressive depth of knowledge and mastery of the skill set required to create/build such a product
- Highly organized; all elements fully addressed; excellent pacing, graceful transitions
- Skillful use of language; rich and fluent vocabulary relevant to the domain; ideas clearly expressed
- Clear evidence of rehearsal (minimal reliance on notes) student is confident and assured, engaging panel with enthusiasm, intonation, gesture, eye contact, and sophisticated visuals

3: A COMMENDABLE SP Presentation includes all or most of the following:
- Ambitious product, but may lack the refinement, complexity and/or creativity of the 4
- Product reflects a significant time commitment that exceeds the 20 hour requirement
- Complete explanation of the learning experience reveals appreciable depth of knowledge and understanding of the skill set required to create/build such a product
- Organized presentation; all elements addressed; good pacing; clear transitions
- Mature, appropriate, and relevant use of language relevant to the domain; good clarity
- Rehearsal evident (some reliance on notes); student is prepared; attempts to engage panel with intonation, gesture, eye contact, effective visuals, but may lack the ease/fluency of the 4

2: An ADEQUATE SP Presentation includes all or most of the following:
- Complete product, but may lack the attention to detail, complexity, or ambition of the 3/4
- Product reflects a commitment that meets the 20 hour requirement
- Explanation of the learning experience reveals some knowledge of the required skill set to create/build such a product
- Plan is evident, but pacing and depth of elements may vary; transitions may be abrupt
- Appropriate use of language, but may overuse vague generalities ("things" "stuff" "whatever") and/or fillers such as "um," and "you know," etc; limited/uncertain use of vocabulary relevant to domain
- Minimal evidence of rehearsal (heavy reliance on notes); student lacks confidence/assurance; some attempt to engage audience; some enthusiasm, gestures, eye contact; simplistic visuals

1: An UNSATISFACTORY SP includes all or most of the following:
- Simplistic, inadequate, and/or incomplete product; little attention to detail
- Product reflects carelessness and/or inadequate commitment to product completion
- Brief explanation of the learning experience reveals little or no depth of knowledge
- Poor organization; one or more elements may be omitted or glossed over; abrupt/awkward transitions
- Speech marred by lack of clarity via over-generalized or informal language, and /or fillers; terminology relevant to the domain often misused or missing altogether
- No evidence of rehearsal (may read directly from notes); student simply unprepared; little or no attempt to engage panel; presentation lacks enthusiasm, eye contact; no visuals
- **AUTO FAIL: Presentation did not meet 10 minute time requirement**

Not Scored: A Product-based SP Presentation may not be scored for any of the following reasons:
1. Product may be missing or grossly unsatisfactory
2. A panel member may suspect the student did not complete the product him/herself
3. Student is without an visual aids to assist presentation

The project will be automatically reviewed, and a grade will be determined by review committee.

JOB SHADOW
Senior Project Presentation Rubric

4: An EXEMPLARY SP Presentation includes all or most of the following:
- Evidence that student has deeply immersed him/herself into the job shadow experience, far surpassing time expectations
- Detailed description of the job shadow experience reveals deep learning and rich involvement in professional protocols; insightful revelation of what was learned about the profession
- Highly organized speech; all elements fully addressed; excellent pacing, graceful transitions
- Skillful use of language; rich and fluent vocabulary relevant to the profession; ideas clearly expressed
- Clear evidence of rehearsal (minimal reliance on notes); student is confident and assured; engages panel with enthusiasm, intonation, gesture, eye contact, sophisticated visuals

3: A COMMENDABLE SP Presentation includes all or most of the following:
- Evidence of a commitment to the job shadow experience that exceeds the 20 hour requirement
- Complete explanation of the experience reveals appreciable learning about the job and professional protocols
- Organized presentation; all elements addressed; good pacing; clear transitions
- Mature, appropriate, and relevant use of language relevant to the profession; good clarity
- Rehearsal evident (some reliance on notes); student is prepared; attempts to engage panel with intonation, gesture, eye contact, effective visuals, but may lack the ease/fluency of the 4

2: An ADEQUATE SP Presentation includes all or most of the following:
- Evidence of a commitment to job shadow experience that meets the 20 hour requirement
- Explanation of the experience reveals some learning of the job and professional protocols
- Plan is evident, but pacing and depth of elements may vary; transitions may be abrupt
- Appropriate use of language, but may overuse vague generalities ("things" "stuff" "whatever"); limited/uncertain use of terminology relevant to the domain of the product
- Minimal evidence of rehearsal (heavy reliance on notes); student lacks confidence/assurance; some attempt to engage audience; some enthusiasm, gestures, eye contact; simplistic visuals

1: An UNSATISFACTORY SP includes all or most of the following:
- Little or no evidence that commitment to job shadow experience met the 20 requirement
- Limited explanation of the experience reveals little or no learning about the job and professional protocols
- Poor organization; one or more elements omitted or glossed over; unclear and/or awkward transitions
- Speech marred by lack of clarity via over-generalized or informal language, and /or fillers; terminology relevant to the profession often misused or missing altogether
- No evidence of rehearsal (may read directly from notes); student simply unprepared; no attempt to engage audience; presentation lacks enthusiasm and/or eye contact; no visuals
- **AUTO FAIL: Presentation did not meet 10 minute time requirement**

NOT SCORED: A Job Shadow-based SP Presentation may not be scored for any of the following reasons:
3. A panel member suspects that the student did not complete project as indicated in presentation.
4. Student is without Job Shadow Report and/or visual aids to assist presentation

The project will be automatically reviewed, and a grade will be determined by review committee.

Appendix E
Paper Rubric

Senior Project Research Paper

6: Exceptional Achievement
•Introduction engages the reader: effective lead; authoritative context; concludes with a clear, insightful
   thesis.
•Thorough development; content is relevant, specific, extended, and insightful.
•Citations demonstrate depth and breadth of research; source information eloquently woven into writer's own
   voice and style. Effective use of direct quotations; well integrated into text.
•Excellent organization and coherence; development may be cued by thesis; essay progresses in a logical,
   effective manner that supports thesis; transitions are clear and graceful.
•Voice is authoritative, clear, engaging; marked by an elevated vocabulary and sophisticated, varied
   sentence structures.
•Few, if any, errors in grammar, usage, punctuation, and MLA conventions.

5: Commendable Achievement
•Introduction is authoritative; subject is defined and focused; may lack the engaging quality of the 6.
•Thorough development; content is relevant and extended.
•Citations reflect depth of research; source information effectively integrated into writer's own voice; direct
   quotations integrated into writer's own sentences.
•Essay is well organized, controlled; clear transitions.
•Style is clear and distinct; varied sentence structures; apt word choice.
•Few errors in grammar, usage, punctuation, and/or MLA conventions.

4: Adequate Achievement
•Introduction attempts to engage reader, provides adequate context, and presents thesis.
•Content reflects adequate depth of research, but lacks the insight of the 5/6; tends to read like a report of
   information—i.e. information is presented without a clear POV or may rely on general information rather
   than specific support for assertions; development may be uneven; may include one or more
   digressions.
•Citations reflect adequate depth of research; some source information may not advance/support thesis; may
   not be as well-integrated into writer's own voice and style as the 5/6.
•Clear beginning, middle, end; generally well-controlled; may have minor digressions.
•Reports information earnestly but predictably; conventional sentence structures and language; occasional
   awkwardness and/or lack of clarity, but does not hinder overall meaning.
•Occasional errors in grammar, usage, punctuation, spelling and MLA conventions.

3: Minimum Competency Achievement
•Introduction may be brief, lack clarity or coherence, or ramble; subject matter may simply lack richness; thesis
   present, but may be simplistic and/or lack clarity.
•Development may be thin, general, or superficial; may rely heavily on historical or biographical information, and
   fail to use this info to support thesis. Some body paragraphs may be marked by unsupported
   generalizations, quotes w/o elaboration, and/or digressions. Subject matter may limit insights.
•Citations reflect some depth of research, however they may not always advance argument or support
   assertions; may rely heavily on one source; citations may become "listy" or possibly even dominate;
   quotes often lack integration.
•Intro, body, and conclusion present, but likely to include digressions and/or lack transitions.
•Style hindered by simplicity, lack of precision, and/or clarity; may be marked by simple sentence structures,
   awkward sentence constructions, and/or flat or imprecise word choice.
•Noticeable errors in grammar, usage, punctuation, spelling, and/or MLA conventions.

2/1: Insufficient Achievement
•Introduction offers limited context or includes info not appropriate to an intro; thesis may be simple statement of
   fact, lack clarity, fail to reflect the content of paper, or be missing altogether.

•Development is over-generalized, superficial, or excessively dependent on irrelevant historical/biographical information; body paragraphs often fail to support assertions; body paragraphs may be opinion-based and/or include inaccuracies. Paper may be a "how to" essay—i.e. it "instructs" rather than "describes."
•Source information reflects limited depth and breadth; some obvious research may go uncited; quotations, if present, may lack integration, may be integrated awkwardly, may lack relevance.
•Shaky organization; digressions and logic gaps both within paragraphs and/or from paragraph to paragraph break forward movement and hinder clarity.
•Style marred by lack of clarity and coherence, awkward sentences, and/or imprecise word choice.
•Frequent and distracting errors in grammar, usage, punctuation, spelling, and/or MLA conventions **overshadow** content.

NOT SCORED—Papers that do not meet the following requirements FAIL automatically:
- Five-page minimum (must be <u>onto the fifth page</u>, not including the Works Cited)
- At least FOUR (4) *valid and reliable* sources on Works Cited page (all sources on Works Cited must be referenced in paper)
- At least ONE (1) citation IN EACH BODY PARAGRAPH (possible exception *may be* 1st body paragraph that provides background information)

ASTERISK—A paper may receive a passing score (3-6) with an asterisk. An asterisk indicates that one or more technical errors—usually with MLA conventions—must be corrected before credit will be issued. See your English teacher.

12/09 jga