Castleford High School

Senior Project Handbook

2018-2019

Informational Booklet for Students, Teachers, and Parents
Forms, Handouts, and Explanations
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Castleford High School
Senior Project 2018-2019
Due Dates

Submission for proposals: September 14, 2018
Proposals approved: September 21, 2018
Poster of Commitment: September 28, 2018
Journal Check 1: October 26, 2018
Journal Check 2: November 30, 2018
Project Mid-Evaluation: November 30, 2018
Mentors’ Mid-Evaluations: November 30, 2018
Journal Check 3: December 21, 2018
Journal Check 4: January 18, 2019
Mentors’ Final Evaluations: February 19, 2019
Self Evaluation: February 19, 2019
Project Evaluation: March 1, 2019
Portfolio Due: March 1, 2019
Presentation File Due: March 1, 2019
Senior Project Presentations: March 12-13, 2019

Note: All due dates subject to change.
Senior Project Requirements

The State of Idaho requires students to complete a senior project to graduate. Castleford School District has mandated that students complete the following to a passing level of C or better.

1. A Physical Project involving a minimum of 15 hours of work
2. A Research Paper related to the project
3. A Portfolio showcasing the student’s completed work
4. A Presentation to a panel of adult judges who will assess the student’s work

The Physical Project

The project must be approved by the Principal and the Senior Project Coordinator. Following are some examples of acceptable projects:

- A physical product: painting, creating a scientific model, designing fashion outfits, writing a computer program, rebuilding an engine, building a cabinet
- A written product: write a collection of short stories, a book of poetry, a novelette, newspaper articles, etc.
- A performance: choreograph and perform a dance or singing recital, create a theatrical production, video creation, produce a fashion show.
- A teaching or leadership experience: teach junior high health classes about teen alcoholism, coach a little league team, etc.
- A physical experience: learn to scuba dive, run a marathon, start a fitness program.
- A career-related project: investigate a career by working in the field with someone who’s currently employed in the area and produce a document related to that field (brochure, guide, pamphlet), etc.
- A technology project: develop a webpage, create a video with original footage, etc.

The physical project should benefit the student and others within the community, but it does NOT require a fundraising component.

The Research Paper

The research paper that accompanies the project must be related and must contain a provable thesis. Specifically, it must adhere to the following criteria:

- MLA in-text documentation style
- 6-8 pages in length
- 3-4 reliable sources for research
- An annotated bibliography (MLA format) needs to be included.
- This entire paper should be completed within Senior English class.
**Mentors**

Students are required to have **two adult mentors** for their project. At least one mentor must be a member of the Castleford staff. Mentors cannot be parents or relatives or someone in a personal relationship with the student. For more information about mentors, please see the mentor section.

**Time Requirements**

Students are required to work a minimum of **15 hours** on their project. This does not include time spent working on the research paper. Time spent on the project is tracked in the Project Journal.

**The Portfolio/Presentation**

The **portfolio** is compiled by students. It should contain all the work completed on the project. Students are responsible for providing their own three-ring binder for the portfolio. The portfolio will be assessed as part of the project criteria.

**The Presentation**

The **presentation** is a formal 8-15 minute **presentation** which students present to a panel of adult judges.

**Assessment**

Students’ project evaluations will be based on the following formula:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Project</td>
<td>200 points possible</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100 points possible</td>
</tr>
<tr>
<td>Presentation</td>
<td>100 points possible</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100 points possible</td>
</tr>
<tr>
<td></td>
<td>500 total points possible</td>
</tr>
<tr>
<td></td>
<td>Students need to earn a minimum of 350 points to pass.</td>
</tr>
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See rubrics at the end of this handbook for more information and specificity.
Castleford High School
Senior Project 2018-2019
Due Dates

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Senior Project Presentations: March 12-13, 2019

Note: All due dates subject to change.
Senior Project Proposal

Student Name: ______________________  Date: ______________________

Project Plan:
For my Senior Project, I propose to
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Project Steps:
To achieve my project, I will complete the following steps (be very specific and detailed. Include timeframes to complete each step. — use extra paper if necessary):

1. ____________________________________________________________________
2. ____________________________________________________________________
3. ____________________________________________________________________
4. ____________________________________________________________________
5. ____________________________________________________________________
6. ____________________________________________________________________
7. ____________________________________________________________________
8. ____________________________________________________________________
9. ____________________________________________________________________
10. __________________________________________________________________
11. __________________________________________________________________
12. __________________________________________________________________

Mentors:
I plan to ask the following people to be my mentors. I understand that I need at least two mentors and that at least one of my mentors must work for the Castleford School District.

1. ________________________________________________________________
   Rationale: _______________________________________________________

2. ________________________________________________________________
   Rationale: _______________________________________________________

3. ________________________________________________________________
   Rationale: _______________________________________________________


Materials/Tools Needed:
To achieve my project, I will need the following tools/materials:
1. ___________________________________________________________________________________
2. ___________________________________________________________________________________
3. ___________________________________________________________________________________

Project Value:
My project will benefit me and others in the following way (does not have to monetary):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Potential Obstacles:
List the possible roadblocks that might make completing your project difficult.
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Research Paper Plan:
For my research paper Project, I plan to write my research paper on
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

The research paper and proposed project are related in this way:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Student’s Signature __________________________________ Date ______________________________
Principal’s Signature ___________________________ Date ______________________________
SP Coordinator’s Signature ___________________________ Date ______________________________
Poster of Commitment to Project

Once the student’s project has been approved, she will design a poster that represents her commitment to her project. The poster will be publicly displayed in the school until her project is completed.

Information required for the poster:

• One sentence about what the student will be researching for the paper.
• One sentence about what the student will be doing for the project itself.
• A graphic that represents either the paper or the project.
• A picture of the student
• The student’s name
• The words “Senior Project Poster of Commitment”
• Printed on 8 1/2 X 11 paper

The student should strive to create a poster that is legible, error-free, and visually appealing. As a senior, the student should clearly recognize purpose and audience.

A sample follows.
For my Senior Project, I will be collecting donations for the Twin Falls Valley House Homeless Shelter.

For my research paper, I will be writing about the effects of homelessness on families.
MENTOR INFORMATION

Students are required to have two adult mentors for the duration of your project. At least one mentor must be a Castleford staff mentor and neither can be a family member or someone with whom the student is in a personal relationship. Students should select mentors who will offer them help and guidance throughout the school year. They should also consider the prospective mentor’s specialization in the field that they’re entering. Mentors cannot be relatives and must be at least 21 years of age.

Mentor Manners for Project work

Once students have chosen appropriate mentors, it’s important for them to remember that these people are school and community members who are specialists in their field of interest and who are doing students a favor. Mentors should be treated with courtesy and respect.

Below are listed some Do’s and Don’t’s for students to keep in mind while working with their mentors.

DO . . .

. . . be polite and respectful of your mentors’ time.
. . . have your mentors sign and fill out papers before deadlines.
. . . ask your mentors for suggestions throughout the entire project.
. . . thank your mentors at the end of your project. A hand-written thank-you note is most appropriate.
. . . stay in continual contact with your mentors.

DON’T . . .

. . . don’t be demanding—they are doing you a favor.
. . . don’t show up the day of a deadline and expect immediate results.
. . . don’t expect your mentors to do the work for you. They are your guide throughout the project, not the executor.
. . . don’t downsize the work effort of your project and then expect your mentors to be okay with it.
. . . don’t forget to thank your mentors when you are completely done with your project.
TO POTENTIAL SENIOR PROJECT MENTORS:

Thank you for considering becoming a mentor for one of Castleford High School’s senior students. This is an opportunity for you to become fundamentally involved in aiding a student toward the final goal of high school graduation.

In order to better understand what will be expected of you if you decide to become a Senior Project Mentor, please read the following information.

CHS Senior Project Mentors “DO's”:

• DO meet with your student regularly to assess how s/he is progressing on her/his Senior Project goals.
• DO examine your student’s journal periodically, insuring that s/he is completing her/his journal on a regular basis and that it fulfills the requirements set forth in the Senior Project Handbook.
• Do answer questions and offer assistance to the student to aid in the Project’s completion.
• DO use your experience, expertise, and knowledge to help your student.
• DO help hold your student to high standards and accountability.
• DO help keep your student on track to complete the components that the Project requires.
• DO peruse the CHS Senior Project Handbook to get a strong grasp of what your student will be required to complete. (The student you mentor has access to the Handbook and can provide an electronic or printed copy for you.)

CHS Senior Project Mentors “DON'T’s”:

• DON'T do the work for your student.
• DON'T allow your student to change the original project simply because s/he has not managed her/his time properly.
• DON'T feel obligated to seek out the student. It’s the student’s responsibility to seek you out.
• DON'T feel obligated to give the student a positive assessment if the student has not earned it.

The Senior Project is a great opportunity for students to showcase their expertise and experience in a particular arena; this is a growing experience—one that demonstrates to students the importance of planning, pacing, polish, and panache. It is our hope that the experience is a positive one for both students and their mentors.

If you have questions beyond what this sheet has provided, please contact me. I will try to answer the questions that you have. I can be reached at ELoman@CastlefordSchools.org or at the phone number provided above. Thank you for your time and consideration.

Sincerely,

Elly Loman
Senior Project Coordinator
Mentor Agreement Form

Mentors: After reviewing the information provided for potential mentors, please complete the following consent form. Make a copy of the signed agreement for your records.

When I agree to be a Senior Project Mentor, I agree to abide by the following.

I understand that my responsibilities include:

• offering assistance when it's requested.
• making myself available to meet with the student periodically.
• examining the student's journal periodically to check for continued progress.
• completing mentor forms in a timely and honest manner.
• understanding what's required of students to complete the project and all its requisite components by reading the Senior Project Handbook.

I understand that my responsibilities do NOT include:

• completing the work for the student.
• making last-minute arrangements because the student didn’t plan in advance.
• giving the student a positive assessment if the student didn’t earn it.
• seeking out the student to arrange a meeting. It is the student’s responsibility to initiate contact.

I am not related to the student in any way, nor am I in a personal relationship with the student.

I, _________________________________ (mentor's name), agree to act as a mentor for
__________________________________ (student's name). I accept the duties that are required of a
mentor, and I agree to hold my student to high standards in completing her/his goals.

Mentor Signature ________________________________ Date _______________________

Student Signature ________________________________ Date _______________________

SP Coordinator __________________________________ Date _______________________ 

Students: return completed forms to the Mrs. Loman by __________________________.
The Project Journal

All students will be expected to keep a project journal, which will be included in the Senior Project Portfolio. In addition to describing what the student did, it should include his successes and failures, frustrations and victories. In other words, the journal should record not just time and work done, but also feelings, emotions, and reactions — a demonstration of learning.

A journal entry can cover as little as a short phone call to arrange an interview to an entire day spent working with a mentor. The student can write it or type it. If the student chooses to write it, it’s important to keep it legible and neat. Most students type their journals.

Students should have a journal entry for each time they work on their project. Each journal entry should begin with the date and end with the actual time (hours, minutes) invested in the project on that particular occasion. The journal should make it evidence that the project was ongoing.

Every student’s journal should look like this at the beginning:

Name:
Date:
Mentor’s Names:
Research Topic:
Description of Project:

PROJECT LOG

The first journal entry should follow a format similar to this:

Date:
What did you do?
When did you do it?
How long did it take?
What did you learn from it?
Total time logged on this task: ____ hours or minutes
PROJECT JOURNAL

Student Name: Jane Jones
Date: October 3, 2017
Mentors: Mrs. Denise Hughes and Mr. Dale Jameson
Research Topic: Alternative eating for health
Description of Project: Following an alternative eating pattern for a thirty-day period, tracking results and ultimately promoting differing healthy lifestyle habits.

PROJECT LOG

October 3, 2017
I met with Mrs. Hughes to discuss my project. I told her about the ideas I had, and she offered some suggestions on how I can utilize technology in my project. We scheduled another meeting for October 5, where we will followup to get a better idea of what I’ll actually be doing. I’m excited to get started!
Time: 15 minutes

October 4, 2017
I created a rough timeline to show how I hope my project will progress. I decided that if I want to see real results in an eating program, it has to be at least a thirty-day commitment. I’m thinking about trying to get some students or teachers to also do it with me. I doubt that any of them will want to, but I think I’ll try anyway. Tomorrow I’m meeting with my mentors to discuss my ideas, and I’ll show them this timeline.
Time: 20 minutes

October 5, 2017
I met with Mrs. Hughes again and this time Mr. Jameson was also there. I showed them a timeline that I created, which shows the thirty-day commitment. Originally, I was thinking of making November the month to adopt this practice, but with Thanksgiving in that month, I’d have a difficult time getting people to commit. So I’m planning to start on October 15th. I was really surprised when Mrs. Hughes said that she’d commit to a thirty-day eating change. I didn’t think anyone would agree to it, and now I already have one person involved! I’ll be spending the next days creating a promotional poster to try to encourage others to adopt this lifestyle and giving them information about it.
Time: 20 minutes
Castleford High School
Senior Project
Mid-Term Mentor Verification
To be completed & returned to the Senior Project Coordinator no later than November 30, 2018

Student's Name: ________________________________
Mentor's Name: ________________________________ Phone Number ________________

As a mentor, you are asked to aid the student in her/his efforts and to offer advice when needed. It is not
your job to initiate contact with the student—that is the student’s responsibility. Please complete the
following honestly and timely. This form helps inform stakeholders how the student is progressing toward
meeting her/his goal of completion. Thank you for your time and energy!

1. Have you seen this student’s project journal?   Yes ____    No ____
   Comments: ____________________________________________

2. Approximately how many times have you met with your student thus far? ________
   Comments: ____________________________________________

3. In what ways have you worked with the student?
   Comments: ____________________________________________

4. Does the student have a viable plan in place?
   Comments: ____________________________________________

4. The student is making satisfactory progress at this point and should be able to successfully complete
the project phase by early February 2019.       Yes ____    No ____
   Comments: ____________________________________________

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

Please assign a grade to the student regarding the student’s progress toward her/his final goal. ________

Mentor Signature ____________________________________________ Date ________________
Student Signature ____________________________________________ Date ________________
SP Coordinator Signature_____________________________________ Date ________________
Castleford High School
Senior Project
Final Mentor Verification

To be completed & returned to the Senior Project Coordinator no later than February 22, 2019

Student’s Name: _________________________________
Mentor’s Name: _________________________________  Phone Number ______________________

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

1. Have you seen this student’s project journal? Can you verify that the project is complete?
   If you cannot, please explain.
   Yes ____    No ____

2. Have you seen this project in various stages of completion and not just the final phase?
   Yes ____    No ____

3. This student should have been making an effort to stay in contact with you with respect to the
   project. Please comment on how s/he did in this aspect.

4. Please evaluate and explain how completing this project has impacted learning for this student.

5. What problems did this student encounter and overcome in completing this project?

6. How does this project benefit people other than just this student?
7. How might this student have improved this project?

8. Would you mentor a Senior Project again? If no, please explain. Yes ____ No ____

9. What grade do you think the student you mentored deserves? Justify this grade in the space provided below. Please use A, B, C, D, F for your grading system. Consider time invested, quality of the project, student’s commitment to quality work, etc. See examples below.

A=Outstanding work. Student put forth a great deal of effort to produce a valuable project. S/he used her/his time wisely and completed the various components well and on time.

B=Good work. Student put forth effort to produce a valuable project. S/he used her/his time quite well and completed the components but not necessarily on time.

C=Average work. Student put forth effort to complete a project. The project may not be great, but it is finished. The student completed most of the components on time.

D=Below average work. Student did not exert much effort to complete a valuable project. The project was not valuable and may not have been finished. The student may not have completed the components on time.

F=Unsatisfactory. Student did not complete the project; the project has little to no value; the student did not complete the components.

Grade _____ Justification: ____________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Thank you again for your time and commitment to Castleford students. We appreciate your efforts.

Mentor Signature ____________________________________________ Date ________________

Student Signature ___________________________________________ Date ________________

SP Coordinator Signature____________________________________ Date ________________
Castleford High School
Senior Project
Letter to the Judges
To be completed no later than March 1, 2019

A letter to the judges needs to be the first item in your portfolio. (Judges may be faculty members and/or community members. The people who judge your portfolio may or may not be the same people who judge your presentation. It’s best to assume that the judges know nothing or very little about your project prior to opening your portfolio.)

This letter serves as an introduction to who you are: it provides the reader with a very brief autobiography, including a statement of your future plans. It also describes your project and why you chose it. The finished letter should sound like you: judges should be able to “hear” you; however, your writing should be appropriate and professional. They should see you as a young adult with goals, interests, and opinions. The font you use is up to you; just be sure that it’s professional and legible. The following is a suggested list of requirements. See the example letter for more information.

- Very brief biography
- Future plans
- Why you chose the project
- Specifics of the project
- Research paper
- What you learned from the project
- What you learned from your research
- What you learned about life
- An assessment of how the project turned out (expectations vs. reality)
- A statement of what you’d change if you could
- A thank-you to the judges

The entire letter should be in business format—either full block of semi-block format.
Dear Judges:

As a soon-to-be graduate of Castleford High School, I’d like to tell you a little about myself. I moved from Arizona to Castleford in the fifth-grade, and I’ve been a student here ever since. I’ll be graduating in May, and in the fall I’ll be attending Idaho State University, where I plan to major in nutrition.

When it came time to deciding on a senior project, I wanted to select one that’s related to a career that I plan to pursue. Because I want to study nutrition to become a licensed dietician, it only made sense to complete a project related to what people eat. I kicked around several ideas, and ultimately decided to center my project on alternative eating styles. I figured it would be interesting and beneficial to not only practice this lifestyle but to also encourage others to do the same.

For my project, I followed a strict thirty-day vegan lifestyle, and I convinced ten other students to also adopt a varied eating lifestyle. Some of those students gave up dairy products, some gave up eggs, some gave up all meats. Those students and I kept a food journal and a written log of our progress. I conducted video interviews of all of them before the thirty days commenced, at the mid-point, and again at the end. I compiled these into one seamless video that you can access at www.myproject.com.

My research paper was on the danger of eating a diet with too many animal products. What I found was that sites tend to be very biased one way or another, and that sifting for reliable research was more of a challenge that I thought it would be. Some surprising facts I discovered is that a diet high in animal fat increases the chances of developing Alzheimers. I knew about the links of fatty meats to heart disease, but I didn’t know that there is also a link to neurological disorders.
This entire project taught me several things. I discovered that people can be more willing to participate in unusual ideas than I originally thought. I figured that I’d be lucky to get two people to sign up for this thirty-day experiment, but I ended up with ten! Not all of them kept up the regimen for the full thirty days, but I was impressed by their willingness to try. I also found out that eating a vegan lifestyle is not nearly as difficult as I feared it would be. Additionally, I found that reading food labels is so important.

Finally, I learned that I selected excellent mentors. Mrs. Hughes had several good ideas and was able to point out apps that I could use for my project. Mr. Jones was good about keeping my feet to the fire, so to speak. He tracked my progress and stopped me in the hallway on several occasions just to hear an update. He, too, adopted a thirty-day no-red-meat lifestyle during all of October.

If I could start the entire process over, I would extend the alternative-eating opportunity to more people. I had several teachers and parents approach me and ask me about what I was doing. Many said that they would have liked to participate. I would also have a clearer idea of what I wanted my end product to look like. I was adopting steps as I went along, and the lack of organization made my project less focused than it could have been. However, I feel that my finished product can help others learn more about nutrition and about ways that they can easily adopt more healthful ways of eating into their daily routine.

Thank you for taking the time to examine my portfolio and evaluate my presentation. I hope you learned as much as I have.

Sincerely,

Elly Loman
Castleford High School
Senior Project
Self-Evaluation

To be completed & returned to the Senior Project Coordinator no later than February 22, 2019.

Student’s Name: _________________________________
Mentor Name: _________________________________  Phone Number ______________________
Mentor Name: _________________________________  Phone Number ______________________

1. Describe your physical project in detail.

2. Explain why you selected this particular project.

3. How many total hours did you spend on your physical project? _______
   What date did you start? _____________ What date did you finish? _____________

4. Did you use any particular tools or materials to complete your project? If so, list them here.

5. What are three things you learned from working on the physical project?
   1.
   2.
   3.

6. What are three things you learned from working on your research paper?
   1.
   2.
   3.

7. How does your project benefit others?

8. What problems did you encounter? How did you overcome them?
9. Did your project turn out the way you had planned? If not, why?

10. Explain what changes you would make if you could start over.

11. What grade do you think you deserve? Justify this grade in the space provided below. Consider the time you invested, the quality of your project, your communication with your mentors, what you learned about yourself and about life, your commitment to quality work, your ability to meet deadlines, etc. Use the rubric examples below as a guide.

   A=Outstanding work. I had a valuable, meaningful project; I met deadlines; I maintained regular contact with my mentors; and I held myself to very high standards.

   B=Good work. I had a pretty good project; I met deadlines; and I contacted my mentors a couple of times.

   C=Average work. I completed a so-so project. I didn’t put in more than the minimum time required, and I wasn’t very invested in the project. It’s not great, but it’s finished.

   D=Below average work. I didn’t exert much effort to complete a valuable project. My project has little value, and I may not have finished it. I missed several deadlines.

   F=Unsatisfactory. I didn’t complete the project; the project has little to no value; I missed nearly every deadline.

Grade _____  Justification: __________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Grade _____  Justification: __________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Student Signature ______________________________________  Date ____________________

SP Coordinator Signature______________________________  Date ____________________
Portfolio Assembly Instructions

The following needs to be in your portfolio in the following order:

1. Poster of Commitment (in the cover sleeve)
2. Table of Contents (this doesn’t need page numbers, but it should let people know the order of items)
3. Letter to the Judges (signed)
4. Project Proposal Sheet (signed)
5. Mentor Agreement Forms (all signatures required)
6. Project Journal which includes total time spent on project
7. Photos and ancillary items (if applicable) for your project (blueprints, handouts, fundraising letters, etc.)
8. Graded Research Paper
9. Research Paper Rubric
10. Mid-term Mentor reports (all signatures required)
11. Final Mentor reports (all signatures required)
12. Self-Evaluation (all signatures required)

Each sheet should be in its own protective sleeve; all sheets should be visible without removing them from the sleeve.

Take pride in your finished product.
Presentation Requirements

**Purpose:** The project presentation is the culmination of all your efforts, and it’s your opportunity to demonstrate all that you accomplished throughout the duration of the year.

**Items to include** (not necessarily in this order):
- Research paper — what you learned and a couple of interesting facts
- Physical project — what you did, why you did it, how it turned out
- Link — how are your paper and project connected
- Obstacles — what problems did you encounter, how did you address them
- Changes — what would you change if you could do it all over again
- Successes — what went well, what are some memorable moments
- Photos/video — proof of your project, in various stages if possible
- Thank-yous — who helped you, what did they do, why do you appreciate it

**What to Expect:** You will present your project to a panel of judges (usually three to five adults). There may or may not be students present.

**Length:** The presentation to the judges should be between eight and fifteen minutes. This does not include time spent answering the judges’ questions.

**Required attire:** Business-professional
- Slacks or skirt
- Clean, ironed shirt/blouse
- Belt, clean appropriate shoes
- Hair done neatly

**Format:** Digital presentation file (PowerPoint, Keynote, Prezi, etc.)

**Other:** You must speak throughout the majority of your presentation. In other words, you can’t make a video in advance and just show that to the judges.

**Assessment Information:** The judges will be evaluating your presenting skills, the accuracy of your presentation file and how well you respond to questions they ask. See the presentation rubric for more specifics.
Assessment Formula

The entire project and all of its components are assessed based on the following formula. Each section has its own rubric, which you will find in the appendix of the Senior Project Handbook.

**PROJECT EVALUATION** 200 Points
How valuable was your project? How well did you execute the various components of your project? How meaningful was the work you did? How did you positively impact your life and the lives of others? How will the work completed affect your future? What did you learn? And what value do these lessons have on you and others?

**RESEARCH PAPER** 100 Points
How informative is your paper? What did you prove in your paper? How extensive was the research you conducted? How closely did your paper relate to your Project? How competent is your writing? Are the required elements of the paper present and completed correctly?

**PRESENTATION** 100 Points
How prepared were you to explain your Project to a panel of judges? How poised were you? How proficient are you in the arena of presenting to others? How efficiently and effectively did you explain your project and paper to people who might be unfamiliar with them? Are you dressed professionally and can you conduct yourself as a respectful, young adult?

**PORTFOLIO** 100 Points
How well did you track the various requirements of the Project? Did you keep an accurate journal? Did you stay in contact with your mentors throughout the Project? Do you have a clean collection of your research paper, of the photographic record of the project? This is a written compilation of the various components of the Project.
Appendix
The project rubric assesses the project only. It does not take into consideration the student’s research paper or the student’s presentation.

<table>
<thead>
<tr>
<th>Question</th>
<th>Grader Comments:</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grade did mentor #1 assign the student?</td>
<td></td>
<td>40 points</td>
</tr>
<tr>
<td>(A=40 points; B=30 points; C=20 points; D=10 points; F=0 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grader Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What grade did mentor #2 assign the student?</td>
<td></td>
<td>40 points</td>
</tr>
<tr>
<td>(A=40 points; B=30 points; C=20 points; D=10 points; F=0 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grader Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many hours did the student log on the project?</td>
<td></td>
<td>20 points</td>
</tr>
<tr>
<td>Grader Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did the student positively impact her/his life and the lives of others?</td>
<td></td>
<td>20 points</td>
</tr>
<tr>
<td>Grader Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well did the student use her/his time?</td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>(Based on mentor reports, journals, meeting due dates)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grader Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will the work the student completed positively impact her/his future?</td>
<td></td>
<td>20 points</td>
</tr>
<tr>
<td>Grader Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did the student learn and discover about herself/himself or about life?</td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>Grader Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Project Score</strong></td>
<td></td>
<td>200 points</td>
</tr>
<tr>
<td>Component</td>
<td>Points Possible</td>
<td>Points Earned</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>MLA Format (100 Points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-text Citations (student provides consistent in-text citations in proper MLA format)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Annotated Bibliography (accurate, fully documented with at least three reliable sources. The annotations are clear, meaningful, and add credence to the source)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Formal Outline (in MLA format, clear and correct, follows paper, shows forethought and planning)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>Paper Content (200 Points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content (paper remains focused on chosen topic, writer maintains voice, and keeps reader's interest)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Mechanics (grammar, spelling, punctuation, etc. are used correctly)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Sentence structure (student understands and utilizes a variety of sentence-structures to grab and maintain reader interest)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary/word choice (student recognizes the need for professional and engaging vocabulary, but doesn’t overuse large vocabulary simply to impress; student avoids words that are inappropriate for professional and academic writing)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Organization (paper follows outline and is well laid out with a comprehensible form. The author obviously learned a great deal and used her/his outline to create a well-written paper)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Overall (refers to overall appeal of the paper and includes the creation of interest in the topic, the amount of time spent writing/revising paper, the amount of learning that occurred during the process, students’ ability to meet deadlines. Also includes the presentation of the paper.)</td>
<td>40</td>
<td>/300</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

Grade: __________
## Portfolio Grading Rubric

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Pts Poss.</th>
<th>Score</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSTER OF COMMITMENT</strong>: should contain one photo of the student and one image that relates to the project. The poster should also have two sentences: one about the student's physical project and one about the student's research paper. Should be visually appealing. Grader comments:</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LETTER TO THE JUDGES</strong>: should respectfully explain why the student chose the topic, why it was a learning stretch, what the student learned from the semester's work, what problems the student encountered, what accomplishments the student achieved, etc. Grader comments:</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROPOSAL FORM</strong>: should contain an original proposal and potentially a revised proposal. It should have two signatures. Grader comments:</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROJECT JOURNAL</strong>: should be a log of work done on the project, including time spent and learning that occurred. (The journal should represent ongoing work done over time and not an “overnight” job.) Grader comments:</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROJECT SELF-EVALUATION FORM</strong>: should be a two-page form in which the student evaluates himself and his performance on the project. Grader comments:</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MENTOR EVALUATION FORMS (MID-TERM)</strong>: there should be two mid-term mentor evaluation forms included in the portfolio for the mid-term check. These forms should demonstrate that the student met and maintained contact with her mentors. Grader comments:</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MENTOR EVALUATION FORMS (FINAL)</strong>: there should be two final mentor evaluation forms included in the portfolio. These forms should demonstrate that the student met with, maintained contact with, and received closing comments from her mentors. Grader comments:</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESEARCH PAPER</strong>: a graded copy of the paper should be included in the portfolio; it should include a cover page, an outline, the paper itself, an annotated bibliography, and the rubric which explains the paper's grade. Grader comments:</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ORGANIZATION/OVERALL</strong>: the portfolio should be arranged neatly, should be attractive, and should be assembled in an order that makes sense and that matches the student's table of contents. The portfolio should demonstrate that the student took great pride in her work. Grader comments:</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** /100

**COMMENTS:**
## Area I: Content & Organization

<table>
<thead>
<tr>
<th>Content:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates a clear purpose and gets your interest right away, her main points are supported by accurate detail and logical organization. Her depth of research concerning her topic is beyond general. She summarizes her project and leaves a memorable impression.</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balanced Content:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student maintains a balance in his presentation between the project and the paper without focusing too much on one or the other. He explains the link between the project and the paper. He obviously learned a great deal during the project, by using phrases like “I learned,” “I never knew,” etc.</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Usage:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses standard grammar, accurate pronunciation, effective word choice, etc.</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audio/Visual:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student created an appropriate, organized, neat, and creative digital presentation for his project.</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

**Grader Comments:**

## Area II: Delivery

<table>
<thead>
<tr>
<th>Verbal and Non-Verbal:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is poised, has good posture and uses mannerisms and gestures appropriate for the presentation. Student's volume, articulation, pitch, tone make the presentation enjoyable. Student does not simply read off of her cards or slides but looks around.</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance/Dress:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is dressed appropriately for the occasion. Business attire is expected.</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enthusiasm/Sincerity:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s excitement is palpable and contagious.</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

**Grader Comments:**

## Area III: Question Answering

<table>
<thead>
<tr>
<th>Impromptu Skills:</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is confident and fluent in his answers. His body language and answers should demonstrate interest, enthusiasm, and poise.</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

**Grader Comments:**

**Total Points (70+ points is passing)**