

# tara high school

## Senior Career Portfolio & Project



### Senior Project Overview

The senior project is designed to provide high school seniors with the opportunity to apply all the knowledge and experience acquired in twelve years of school to a project that both challenges abilities and rewards students with an engaging career-oriented experience.

Senior project consists of four major components: the research paper, the internship, the portfolio, and the presentation. This packet will serve as a guide for completing the project. It includes majority of the forms you will need to complete the project.

### Roles in the Project

- The **Senior Project Adviser (SPA)** is the student's senior English teacher. This teacher monitors the quality of written materials and provides guidance throughout the project. He or she approves the student's topic and adds it to the list of students and projects that is published for everyone to see.
- The **Senior Project Board** plans and coordinates the senior project process. Board members include a school administrator, an English teacher, a career/technical teacher, other teachers and the senior project coordinator.
- **Students** will confer, as needed, with the senior project adviser (the student's senior English teacher). Identify a topic. Secure parental and senior project adviser approval for the topic. Tentatively identify a product to build or produce or a service to perform. Relate the product or service to a career cluster area. Select a product mentor — an academic or a career/technical teacher or a person in the community and secure his or her approval. Secure parental approval for the product. Write a letter of intent to the Senior Project Board. Develop a timeline for completion of all components of the senior project —research paper, product or service, oral presentation, and follow-up activities. Conduct research by using print and electronic media and interviewing knowledgeable people. Keep a journal or learning log to document all procedures, progress and steps, including dates, time spent, status reports, etc. Assemble a portfolio of all journals, plans and learning experiences. Get the Senior Project Board to approve any changes in the project. Write the

research paper. Provide five copies of the research paper to the Senior Project Evaluating Committee. Prepare for the oral presentation. Present the research in an oral presentation to the Senior Project Evaluating Committee and respond to questions. Write a thank-you letter to each person involved in the senior project, including the Senior Project Board and the Senior Project Evaluating Committee.

## Mentor Requirements and Contract

A product mentor is someone you trust who knows the subject of your product and will take a sincere interest in guiding you to complete it successfully.

What does the mentor do?

- Provides expertise in the product area.
- Gives suggestions and advice.
- Supports your efforts.
- Gives you feedback.

Before you choose a mentor:

- Clearly define your product.
- Be specific about what you expect from your mentor, including the time commitment.
- Be able to show how a mentorship will benefit the mentor.

How do you choose a mentor?

- Brainstorm possible experts within your chosen field of study.
- Talk with parents, teachers and/or friends about possibilities.
- Look for someone who has the expertise and is interested in mentoring you through the completion of your product.

Mentor Contract

Dear \_\_\_\_\_:

\_\_\_\_\_ is assigned a career project. We are relying on local businesses to help our students gain valuable information on careers. Each student must choose a career to research. The students will interview and observe a person for twenty (20) hours who currently has the career that they have chosen to pursue. This project is approved by Tara High School faculty and administration as a culminating project of their senior year and a final requirement for graduation.

We would deeply appreciate your help and cooperation in giving insight and assistance to these soon-to-be high school graduates. With your help, these students will be better equipped to make wise career choices.

Thank you for your help,

\_\_\_\_\_  
Joyce Wilson, English IV teacher

\_\_\_\_\_  
Latasha Julien, English IV & IV AP teacher

\_\_\_\_\_  
Denise Brown, CATE Coordinator, Senior Sponsor

**Commitment Form**

Student's name \_\_\_\_\_



# Part I: Internship

Every student will complete **20 hours** of observation under the tutelage of the mentor. The logs should be detailed and give an accurate portrayal of life in the role of the career.

## OBSERVATION LOG

Name of student \_\_\_\_\_

Name of Employer \_\_\_\_\_

Job Title \_\_\_\_\_

Time of arrival \_\_\_\_\_ Time of departure \_\_\_\_\_

I. List the tasks observed during your 1st four hours at the place of business

II. What did you do during your time there?

III. Number of employees that are there and what are their job descriptions

IV. Other responsibilities of the employer that you did not observe during your time there?

V. Did your visit change or solidify your perspective of the occupation you have selected?

Employer's signature \_\_\_\_\_

Student's signature \_\_\_\_\_

- Your logs may be typed or handwritten but each response should consist of at least **forty words**.
- In addition to your internship hours, you must complete two interviews with professionals in your field. One of them should be with your mentor and the other can be another professional in the same career field of your choice.
- Here is a set of sample interview questions:
  1. Name and Career
  2. Place of employment
  3. Brief Job Description
  4. Why did you choose this career?
  5. What are the benefits and rewards of your career?
  6. What are the negative aspects of the job?
  7. Do you have any regrets about choosing your career?
  8. What was the most important form of preparation for your career?
  9. What advice do you have for someone wanting to follow your career path?
  10. How much education did your career require?
  11. Number where you can be reached for verification of this interview:  
\_\_\_\_\_
  12. Be certain to thank them for their time.
- Interviews will be graded according to a four-point scale.

|                                                                    |                                                                   |                                                                                                            |                                                                                                    |
|--------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 4 – Excellent interview, in-depth thought and response categories. | 3 – Reasonable interview, decent thought and response categories. | 2 – Inconsistent interview, some questions lack development and no attempt was made to draw out an answer. | 1 – Poor interview, most questions lack development and no attempt was made to draw out an answer. |
|--------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

## **Part II: Research Paper and Documentation**

Students will complete a formal paper that demonstrates proficiency in conducting research and writing about a chosen in-depth topic. The paper must represent informational literacy skills and acquisition and interpretation of knowledge. The paper must be 6-8 pages in length and follow MLA format. The paper will include information about:

- history of career
- why you chose that job
- what responsibilities you would have
- what type of education you would need
- what are the good aspects of this career
- what are the bad aspects of this career,
- what ways can you advance in this career
- other interesting or relevant facts or items of this career

You must include an outline and rough draft along with your final draft in the portfolio.

# Outlining

I. **Introduction** *(This part does not need anything to explain it—it is an explanation on its own)*

II. \_\_\_\_\_  
*(Use only two words to describe your first point)*

A. \_\_\_\_\_  
*(Detail)*  
1. \_\_\_\_\_  
2. \_\_\_\_\_

B. \_\_\_\_\_  
*(Detail)*  
1. \_\_\_\_\_  
2. \_\_\_\_\_

III. \_\_\_\_\_  
*(Use only two words to describe your second point)*

A. \_\_\_\_\_  
*(Detail)*  
1. \_\_\_\_\_  
2. \_\_\_\_\_

B. \_\_\_\_\_  
*(Detail)*  
1. \_\_\_\_\_  
2. \_\_\_\_\_

IV. \_\_\_\_\_  
*(Use only two words to describe your last point)*

A. \_\_\_\_\_  
*(Detail)*  
1. \_\_\_\_\_  
2. \_\_\_\_\_

B. \_\_\_\_\_  
*(Detail)*  
1. \_\_\_\_\_  
2. \_\_\_\_\_

V. **Conclusion**  
*(This part does not need anything to explain it—it is a mirror of the introduction)*

# Tips for Composing the Research Paper



Afford to fail, you cannot!

Avoid it, we must!

## **ABOVE ALL ELSE**

**ALL PAPERS MUST BE TYPED IN 12 PT FONT, TIMES NEW ROMAN,  
REGULAR 1" MARGINS AND MUST BE DOUBLE-SPACED**

- **DO NOT USE THE WORD "I" ANYWHERE IN YOUR PAPER.**

You should not use 1<sup>st</sup> or 2<sup>nd</sup> person (we us, our, you...)

Instead you should speak as if your opinion is a fact.

Example: "I think"= incorrect // "It is" =correct

- **Avoid passive voice.-----Speak with authority!**
- **INCLUDE IN-TEXT (PARENTHETICAL DOCUMENTATION) CITATIONS AT THE END OF EVERY PARAGRAPH OTHER THAN THE INTRODUCTORY AND CONCLUDING PARAGRAPH.**



# Connecting Parenthetical Documentation with Your Note cards

## NOTE CARD SAMPLE

|                                                                                                                                                                                                                                           |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Background                                                                                                                                                                                                                                | 1          |
| Grigory Rasputin was a holy man—which means he was like a priest and advisor to the throne of Russia during the First World War. It is believed that he was also a personal doctor for Tsar Nicholas's son, Alexei who was a hemophiliac. |            |
| Pg. 369-71                                                                                                                                                                                                                                | Paraphrase |

## SOURCE CARD SAMPLE

|                                                                                                        |            |
|--------------------------------------------------------------------------------------------------------|------------|
|                                                                                                        | Source 1   |
| Caters, Theresa. <u>The Last of the Romanovs</u> . New York: Christensen Publishing Co., 1996. 350-85. |            |
| Pg. 369-71                                                                                             | Paraphrase |

When using your note cards to create parenthetical documentation, you must in the first word from the citation (as listed on the source card) and the page number and notation from the note card.

### Example:

**Grigory Rasputin worked as a priest under the reign of Tsar Nicholas II during World War I. He was also believed to have been the primary physician of Alexei, the Tsar's son and heir to the throne (Caters 369-71).**

Notice that you must include the author's name (which should be the first part of your citation if available) **AND** the page number from which it came. If it comes from an internet source, include the webpage in parenthesis in the citation. The punctuation goes **BEHIND** the closed parentheses.

**THERE SHOULD BE AT LEAST FIFTEEN FORMS OF PARENTHETICAL CITATIONS IN YOUR PAPER!!**

## Parentetical Citations using the Author and Page number

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the information.

## Formulas for the complex thesis

A thesis statement is the single, specific claim that your essay supports. A strong thesis **answers the question you want to raise**; it does so by presenting a topic, your precise opinion on the topic, and a reasoning blueprint that sketches out the organization for the rest of the paper. A good thesis is not merely a factual statement, an observation, a personal opinion or preference, or the question you plan to answer.

The thesis statement has **2 main parts**: the limited subject and precise opinion and the blueprint of reasons.

- The **LIMITED SUBJECT** tells the reader exactly **on what, or whom the article focuses**.
- The **precise opinion** gives your **answer to a question** about the subject. This is essentially the claim you are making.
- In the **blueprint**, the author **signals an intention to support the precise opinion**. You have previously referred to this as the foundation!

## Sample complex thesis

Although **NURSING** has been thought of as a profession that is subordinate to doctors, **nurses are vital to hospital organization due to their extensive knowledge of medicine, the multiple duties they perform, and the need of the middle man in patient satisfaction.**

## sample formulas

- *[Something] [does something] because [reason(s)].*
- *Although [opposing evidence], [reasons] show [something] [does something].*

## Introductory Paragraphs

(Universal **C**oncept): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Broad, general points: **A**pply to real-life  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**S**pecific to your topic  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**T**hesis:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you had to categorize your topic under a bigger concept, what would it be? Write two sentences about it here.

Why is your topic important in everyday life? (two sentences)

One sentence that summarizes your topic.

Insert your thesis.

Remember to **C.A.S.T.** to reel the reader in!



# Creating the body paragraphs

Each body paragraph should follow this pattern:

Sentence .1 **topic sentence** (directly from your thesis) Take the first part of your thesis that restates the prompt and keep only the part of the foundation that pertains to THIS body paragraph.

Sentence .2 **SUPPORTING ARGUMENT SENTENCE**

- Write a sentence that justifies your point using fact-driven support

Sentence .3 **EXPLAIN** your **SUPPORTING ARGUMENT SENTENCE** in detail as to how it supports your point.

Sentence .4 **SUPPORTING ARGUMENT SENTENCE** (Example of a book or short story)

- Write a sentence that justifies your point using an example using related facts to the first point.

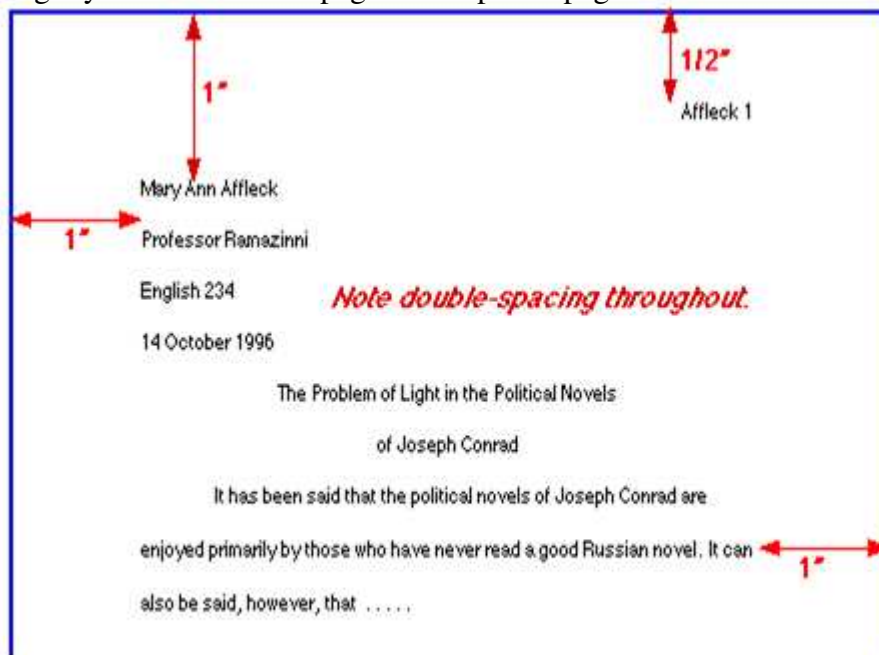
Sentence .5 **EXPLAIN** your **SUPPORTING ARGUMENT SENTENCE** in detail as to how it supports your point.

Sentence .6 **wrap-up sentence:** a mirror reflection of the topic sentence

## MLA Guidelines

### General Guidelines

- Type your paper on standard paper. No need to color it up with borders or resume paper.
- Double-space the text of your paper, and use a legible font like 12pt, Times New Roman.
- Leave the margins at 1 inch.
- Create a header that numbers all pages consecutively in the upper right-hand corner.
- Begin your Works Cited page on a separate page. It should also be alphabetized.



# FORMAL ESSAY CHECKLIST

Check the boxes to indicate that you checked and satisfied the requirement.

|  |                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>I headed my paper appropriately in the left-hand corner.<br/> <i>Your Name</i><br/> <i>Teacher's Name</i><br/> <i>English IV-__Hour</i><br/> <i>Due Date</i></p> <p style="text-align: center;"><i>Title of Assignment</i></p> |
|  | <p>My essay is written in present tense. I checked my verbs; there are no 'ed' endings.</p>                                                                                                                                       |
|  | <p>I used <b>lead-ins</b> before each quote (introduce your quotes).<br/> <i>Ex. In Act II of "Julius Caesar" Brutus states:</i></p>                                                                                              |
|  | <p>I <b>DID NOT</b> use contractions in my paper at all.</p>                                                                                                                                                                      |
|  | <p>I used transitions between my paragraphs (excluding first, second, and in conclusion).</p>                                                                                                                                     |
|  | <p>I did not use slang words in my paper.</p>                                                                                                                                                                                     |
|  | <p>I did not use "be" or "basically" to make a point.</p>                                                                                                                                                                         |
|  | <p>I did not use the passive voice. I avoided words like seems, believe, etc.</p>                                                                                                                                                 |
|  | <p>I included a title for my essay.</p>                                                                                                                                                                                           |
|  | <p>My paper is <b>TYPED</b> in 12PT Font, <b>TIMES NEW ROMAN</b>, <b>DOUBLE-SPACED</b> with regular 1" MARGINS.</p>                                                                                                               |
|  | <p>My body paragraphs have topic sentences.</p>                                                                                                                                                                                   |
|  | <p>My paper does not include 1<sup>st</sup> or 2<sup>nd</sup> person (there is no use of I, me, my, you, etc.)</p>                                                                                                                |
|  | <p>My paper has <b>at least</b> one quote in each of the body paragraphs.</p>                                                                                                                                                     |
|  | <p>I checked my paper to make sure that I proved my thesis statement.</p>                                                                                                                                                         |

**This checklist should be checked off and included in your portfolio when you submit it.**

# Research Paper Rubric

Research paper must follow MLA format with parenthetical citations and a Works Cited page to be graded by the instructor.

## **Section I—Form MLA**

|                                                                                | 1 | 2 | 3 | 4 |
|--------------------------------------------------------------------------------|---|---|---|---|
| Manuscript form—typing, spacing, page numbers/order, heading, title            |   |   |   |   |
| Documentation—correct form of parenthetical documentation                      |   |   |   |   |
| Works Cited page—minimum of five correctly typed entries on a Works Cited page |   |   |   |   |

## **Section II—Mechanics, Usage, Grammar**

|                                                                                                                                                                                         |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Sentence construction errors—fused sentences/run-ons, comma splices/comma fault errors, mixed construction, awkward sentences, baby sentences, parallelism                              |  |  |  |  |
| Major grammar errors—subject/verb agreement, verb forms (form and tense), pronoun/antecedent agreement, adjective/adverb usage (like double negatives), misplaced or dangling modifiers |  |  |  |  |
| Informal language—incorrect word usage, contractions, slang, abbreviations, 1 <sup>st</sup> /2 <sup>nd</sup> person pronouns, shift in tense                                            |  |  |  |  |
| Minor punctuation/spelling errors—end marks, comma errors, underlining, quotation marks, spelling, capitalization                                                                       |  |  |  |  |

## **Section III—Content**

|                                                                                                        |  |  |  |  |
|--------------------------------------------------------------------------------------------------------|--|--|--|--|
| Introduction                                                                                           |  |  |  |  |
| Thesis statement—clearly stated, introduces the topic of the paper and the main points to be discussed |  |  |  |  |
| Thesis/concepts development                                                                            |  |  |  |  |
| Organization                                                                                           |  |  |  |  |
| Accuracy                                                                                               |  |  |  |  |
| citations                                                                                              |  |  |  |  |

## **Scoring**

4=excellent (demonstrates complete understanding of concept; shows thought, responds well to topic and covers the appropriate scope of the assignment; is well-developed with specific, detailed, relevant and accurate support, is organized in a unified and coherent manner)

3=Good (demonstrated understanding of concept with minimal misconceptions/confusion, responds with adequate analysis/response, elaborates with enough examples and acceptable reasoning but needs more specific details to fully develop thesis, needs more transitions to maintain unity and coherence)

2=Average (demonstrates limited understanding, may demonstrate an acceptable thesis but lacks sufficient details to support both major and minor points, may digress, frequently lacks unity and coherence)

1=Unacceptable or poor (demonstrates little or no understanding, lacks a thesis or fails to maintain an acceptable one, frequently digresses, fails to provide supporting details or does not clarify relevance of details that are provided, lacks unity and coherence throughout)

# Part III: Career Portfolio

In a one inch binder include the following information, dividers, and put all information in sheet protectors. Make certain to follow the order on the rubric when arranging materials in the binder.

## Section 1: "My Career"

1. Name of career/ Title page
2. Research paper
3. Attach pamphlets, brochures, magazine articles or internet magazines about your career
4. List your starting salary and projected salary growth for the next seven years
5. Attach two interviews with people currently holding the job you want. One can be from the employer you are observing

## Section 2: "My Education"

6. Name of college, trade school or military branch
7. Pamphlets and brochures about school or military
8. Copy of course curriculum (classes you must take) for your job choice
9. Copy of the admissions application
10. Copy of the financial aid form
11. Copy of your immunization records
12. Copy of yearly tuition cost—include an estimation of books and if you live on campus away from home  
\*Military people: if you plan to go to school in the military, substitute page 8, 9 and 10 with information about the course curriculum, schooling cost, ASVAB scores and enlistment letter. You must have every page filled with something about the military—don't think just because you are going to the military that you don't have to have the information for every page

## Section 3: Internship -\*There should be 20hrs. of observations logs\*

13. Letter of intent (Format can be found in the end of the packet)
14. Mentor Contract
15. Observation log (2 hours)
16. Observation log (2 hours)
17. Observation log (2 hours)
18. Observation log (2 hours)
19. Observation log (2 hours)
20. Observation log (2 hours)
21. Observation log (2 hours)
22. Observation log (2 hours)
23. Observation log (2 hours)
24. Observation log (2 hours)
25. Copy of Thank you card you sent

## Section 4: Getting on the Job- If I were applying for this job today...

26. Cover letter
27. Resume
28. Job application

## Section 5: Presentation and Reflection

29. Personal reflection – Two paragraphs about the experience
30. Autobiographical Essay
31. Letter to the Panel
32. Letter to the Senior Class
33. Power point
34. Product (or a visual of the product)

# Portfolio Evaluation Rubric

| <b>Section 1—Required Content</b>                                     | 4 | 3 | 2 | 1 |
|-----------------------------------------------------------------------|---|---|---|---|
| Name of career                                                        |   |   |   |   |
| Table of Contents                                                     |   |   |   |   |
| Research Paper                                                        |   |   |   |   |
| Pamphlets, brochures, magazine articles, etc                          |   |   |   |   |
| Salary and projected growth for seven years                           |   |   |   |   |
| First Interview                                                       |   |   |   |   |
| Second Interview                                                      |   |   |   |   |
| Name of college, trade schools or military branch                     |   |   |   |   |
| Pamphlets about school or military branch                             |   |   |   |   |
| Curriculum                                                            |   |   |   |   |
| Admission application                                                 |   |   |   |   |
| Financial aid form                                                    |   |   |   |   |
| Immunization records                                                  |   |   |   |   |
| Tuition cost—books and living expenses                                |   |   |   |   |
| Letter of intent                                                      |   |   |   |   |
| Mentor Contract                                                       |   |   |   |   |
| Observation log #1                                                    |   |   |   |   |
| Observation Log #2                                                    |   |   |   |   |
| Observation Log #3                                                    |   |   |   |   |
| Observation Log #4                                                    |   |   |   |   |
| Observation Log #5                                                    |   |   |   |   |
| Observation log #6                                                    |   |   |   |   |
| Observation Log #7                                                    |   |   |   |   |
| Observation Log #8                                                    |   |   |   |   |
| Observation Log #9                                                    |   |   |   |   |
| Observation Log #10                                                   |   |   |   |   |
| Copy of Thank-you note                                                |   |   |   |   |
| Cover letter                                                          |   |   |   |   |
| Resume                                                                |   |   |   |   |
| Job application                                                       |   |   |   |   |
| Personal reflection                                                   |   |   |   |   |
| Autobiographical Essay                                                |   |   |   |   |
| Letter to the Panel                                                   |   |   |   |   |
| Letter to the Senior Class                                            |   |   |   |   |
| Power Point Slides                                                    |   |   |   |   |
| Evidence of the Product                                               |   |   |   |   |
| <b>Section 2—creativity/appearance</b>                                |   |   |   |   |
| cover design (contains graphics that corresponds to the career)       |   |   |   |   |
| Neatness and professional appearance(visually pleasing to the viewer) |   |   |   |   |
| Binder                                                                |   |   |   |   |
| Sheet protectors                                                      |   |   |   |   |
| Dividers                                                              |   |   |   |   |
| Correct order                                                         |   |   |   |   |

Scoring:

4= excellent (complete, clearly stated, error free, meets all the requirements provided in writing by the teacher)

3= Good (complete, a few errors, meets most of the requirements provided in writing by the teacher)

2= average (meets most of the requirements provided in writing by the teacher)

1=unacceptable or poor (incomplete or contains major error, some requirements not meet)



# Part IV: Oral Presentation and Product

For the final portion of the project, students must create a tangible product based on student’s choosing, designing, and developing an item related to the student’s field of study that goes beyond what the student already knows and could be a benefit to the school or the community. In addition to the product, the student will give a formal, oral presentation of the project before a panel of judges that:

- demonstrates application of effective communication skills
- includes a speech
- includes an explanation of how learning was applied to the development of the product
- includes a discussion of lessons learned,
- demonstrates an ability to respond to judges’ questions fluidly and fluently

## Presentation Evaluation Rubric

|                            |                                                                                                                                                                                                                                                                                                             | 1 | 2 | 3 | 4 |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Content & Challenge        | <ul style="list-style-type: none"> <li>• Demonstrates mastery of topic</li> <li>• Gives clear explanations</li> <li>• Shows evidence of time and effort</li> <li>• Displays clear evidence of a learning stretch and self-discovery (new information)</li> </ul>                                            |   |   |   |   |
| Organization               | <ul style="list-style-type: none"> <li>• Employs a dynamic attention getter</li> <li>• Presents in an organized, logical and sequential order</li> <li>• Connects all projects components</li> <li>• Presents conclusions and a closing statement</li> <li>• Stays within the allowed time limit</li> </ul> |   |   |   |   |
| Presentation Aides         | <ul style="list-style-type: none"> <li>• Are relevant</li> <li>• Are error free (spelling and usage)</li> <li>• Are artistic and pleasing in design</li> <li>• Gives the audience through the presentation effectively and creatively</li> </ul>                                                            |   |   |   |   |
| Delivery                   | <ul style="list-style-type: none"> <li>• Is articulate</li> <li>• Speaks standard English</li> <li>• Maintains correct posture and poise</li> <li>• Sustains eye contact with audience</li> <li>• Is dressed professionally or clothing enhances presentation</li> </ul>                                    |   |   |   |   |
| Question and Answer Period | <ul style="list-style-type: none"> <li>• Responds to panel questions directly and accurately</li> <li>• Answers panel questions fluently and confidently</li> <li>• Demonstrates exceptional knowledge of research topic</li> <li>• Shows enthusiasm for topic</li> </ul>                                   |   |   |   |   |

Comments

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### Scoring

4=Excellent (clear, logical, error free or almost so)

3= Good (clear/logical—can be improved; few errors—none interfere with understanding)

2=Average (orderly, some things unclear, random errors)

1=Unacceptable or Poor (random order; errors interfere with understanding; many points unclear)

## Appendix A: Sample Letter of Intent

Date

Your name

Your address

Your city, state, zip code

Dear \_\_\_\_\_  
English Teacher

**Paragraph 1:** Describe the general area of interest of your senior project. Explain why you chose the topic and what (if anything) you already know or have done in the area to help build your knowledge base.

**Paragraph 2:** Include the specific research on which your paper will focus and some of the ideas you hope to include. Also discuss some of the resources you plan to use, any specific questions you want to answer, and what you need to know to do the research.

**Paragraph 3:** Describe how your paper relates to your project. Describe your project — what it is, who is involved, potential cost, time involved and possible resources. Explain how this is a potential learning challenge.

**Paragraph 4:** Explain plagiarism and tell why it is important to avoid copying other people's work. Also tell the repercussions of such an act.

**Paragraph 5** (*the oath—Type it as is*): This letter is to confirm my willingness to participate in the senior project of a career portfolio that will be a partial fulfillment of the requirements needed for English IV at Tara High School. I understand that failure to complete the project will result in a failing grade for English IV second semester.

Sincerely,

Name

Senior 2014

## Appendix B: Sample Cover Letter

Your Name  
Your Address  
Your City, State, Zip Code  
Your Phone Number  
Your Email Address

Date

### **Employer Contact Information**

Name  
Title  
Company  
Address  
City, State, Zip Code

### **Salutation**

Dear Mr./Ms. Last Name:

### ***Body of Cover Letter***

*The body of your cover letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.*

### **First Paragraph:**

The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for. Include the name of a mutual contact, if you have one. Be clear and concise regarding your request.

### **Middle Paragraphs:**

The next section of your cover letter should describe what you have to offer the employer. Convince the reader that they should grant the interview or appointment you requested in the first paragraph. Make strong connections between your abilities and their needs. Mention specifically how your skills and experience match the job you are applying for. Remember, you are interpreting your resume, not repeating it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text.

### **Final Paragraph:**

Conclude your cover letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do so and indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or e-mail it.

### **Complimentary Close:**

Respectfully yours,  
Signature:

Handwritten Signature (for a mailed letter)  
Typed Signature