

HAYES FREEDOM HIGH SCHOOL



**SENIOR
HANDBOOK
2014-2015**

"Even today, I dare not say that I have reached a state of achievement. I'm still learning, for learning is boundless."

Bruce Lee

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SENIOR PROJECT PHILOSOPHY

The Senior Project is organized so that every student has an opportunity to achieve a sense of accomplishment while gaining self-confidence & improving communication skills.

Goals

The Senior Project will:

- ◆ Help students become independent, lifelong learners
- ◆ Create an environment that fosters cross-curricular mentorship and resources
- ◆ Strengthen community involvement with the school in the form of mentorship, resources, service, and student recognition

Requirements

The Senior Project is divided into *three parts* in which students must demonstrate proficiency before graduating:

➤ **Research Paper**

The intent of the research paper is not only to test graduating seniors on their research & persuasive writing skills but also to give them the opportunity to become more knowledgeable in a specific area of interest. The relationship between paper & project is often so well-defined that students become experts in the chosen area.

➤ **Physical Project**

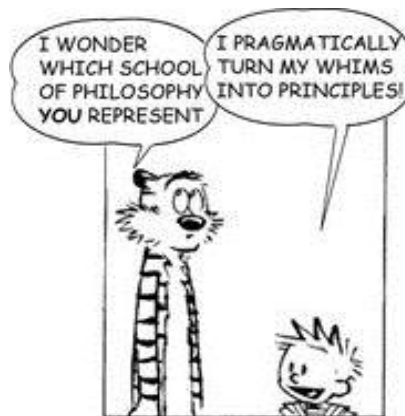
The physical project is the key focus of the Senior Project. It involves a *minimum* of **20 hours** of documented extracurricular work, at least half of which should be spent specifically interacting with or positively impacting the community. School + community relations are strengthened as community members become involved with students in meaningful ways as mentors, resources, and recipients of service. It also allows students a chance to recognize their strengths as well as the resources and job opportunities available in & around their community.

➤ **Board Presentation**

To successfully pass their presentations, students must show proficient speaking techniques & the ability to present information in a rational & logical way [see rubric on page 34].

The boards consist of 3-6 people selected from the faculty and community. The presentation is the student's chance to demonstrate what was learned through research & writing **plus** during planning & executing the physical project.

The main topic of the presentation is the process followed throughout the Physical Project with emphasis on *what was learned, obstacles overcome, and how students will use their experiences in the future.*



SENIOR PROJECT TIME LINE 2014-2015 (Research Paper/Physical Project/Presentation

Assignment	Date Due	Points Possible	Comments
Physical Project Proposal ☺	1 st quarter	100	Signed by Holmes
Parent Awareness Form ☺		10	Signed
Research Thesis	2 nd quarter	15	Take a stance!
Basic Research Paper Outline		20	Any format
Works Cited (6 minimum)		15	MLA formatted
Research Notes/Note Cards		50	Any format
First Draft for peer evaluation		50	Uploaded
Second Draft <u>with Works Cited</u> for teacher evaluation		100	Uploaded
Final Research Paper with Works Cited **E-mailed as an attachment to me: stephanie.spencer@camas.wednet.edu		200	Research papers received after _____ = grade of NC & credit recovery plan is required. ☹
Signed Log of Hours/Mentor Verification ☺	Winter	CWI credit	Show to Winkley
Project Self-Evaluation ☺	Spring	20	Uploaded
Speech Outline ☺		40	Line <i>or</i> block format <i>or</i> PowerPoint template
Timed speech practice with required visual(s)		100	In English 12B & Advocacy class
Binder <input type="checkbox"/> Cover shows name, teacher, project title <input type="checkbox"/> Physical Project Proposal ☺ <input type="checkbox"/> Parent Awareness form ☺ <input type="checkbox"/> Final copy of Research Paper [approved by Spencer] <input type="checkbox"/> Log of Hours + Mentor Verification☺ <input type="checkbox"/> Project Self-Evaluation☺ <input type="checkbox"/> Job shadow journal <i>if applicable</i>	MUST HAVE COMPLETE TO SCHEDULE BOARD PRESENTATION TIME	60	Binders received after _____ will lead to safety net scheduling ☹
SENIOR BOARD PRESENTATION	May	Eng12B credit	
Graduation	June	Infinite	

All senior project assignments must be turned in on the date due for full credit.

☺ indicates a blank form is available in the HFHS Senior English documents folder.

SENIOR PROJECT CRITERIA

These are the **minimum requirements** for the three components of Senior Project.

The Senior Advisory Board must approve the research paper and the physical project *before you proceed.*

RESEARCH PAPER: YOU BECOME AN EXPERT ON YOUR TOPIC

- Basic outline/note cards
- Clearly written, supported thesis
- Original research *with appropriate citations* to avoid plagiarism
- Minimum of 1500 words, excluding Works Cited, to be eligible for a “Proficient” rating
- 2000 to 2500 words, excluding Works Cited, to be eligible for an “Excellent” rating
- Minimum of six (6) sources must be used in the paper **and** appear on Works Cited
Sources may be print or non-print but *must be reputable* according to school/class standards.
- Follow current MLA Guidelines for style [EasyBib.com recommended]
- Typed & double-spaced with generic font, 12 point, 1” margins, page numbers [see page 23]

PHYSICAL PROJECT: YOU DO OR CREATE SOMETHING RELATED TO YOUR RESEARCH TOPIC

- Physical project involves stretching out of your comfort zone + interacting with the community
- Minimum of 20 hours; 40 hours for “Excellent” rating
- Project hours cannot take place during regular school hours without prior principal approval***
- A signed log of hours *with mentor verification* is required
- A mentor is required and must be experienced & knowledgeable about your topic
- Hours must be verified by mentor and/or a person who has seen your project in progress
- Job shadowing/volunteering is acceptable. **A job shadow/volunteer notebook or journal is required**; you must spend a minimum of 20 hours of contact time shadowing or volunteering.
- Performance/instruction projects must be arranged ahead of time with appropriate paperwork
- Performance/instruction projects require valid audience evaluations [see pages 21-22]
- Binder is required for all Senior Project documents and will be part of the board presentation

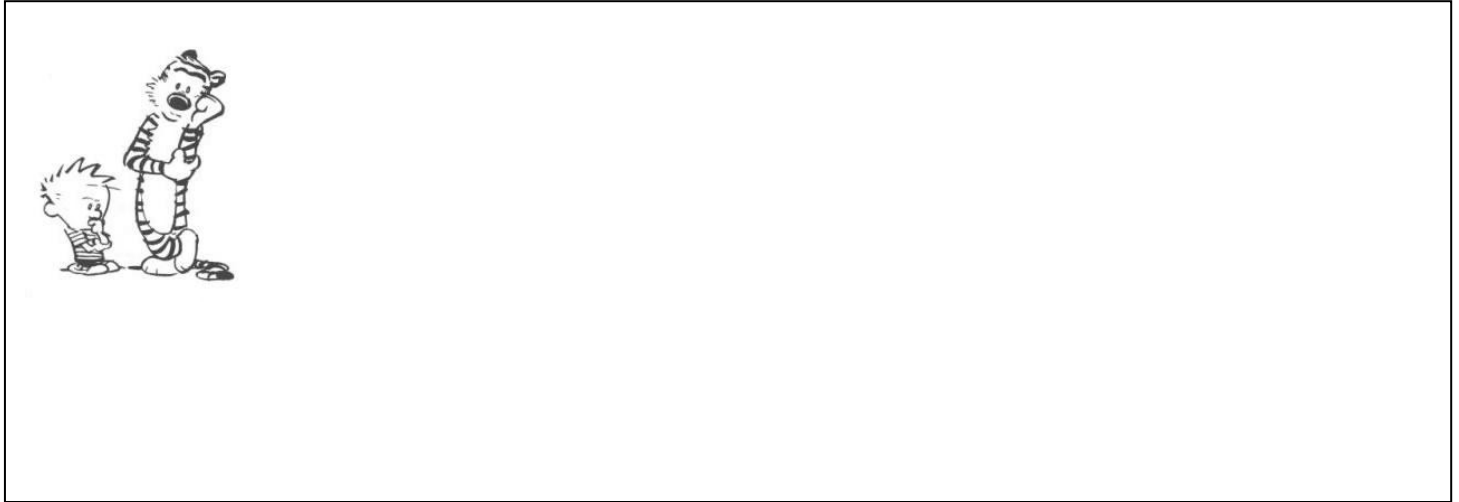
BOARD PRESENTATION: YOU TELL THE BOARD WHAT YOU HAVE LEARNED

- Visual(s) required = PowerPoint, Prezi, poster board/photos, relevant item/uniform, object produced during project
- 8-10 minutes in length for “Excellent” score; minimum 7 minutes, maximum 11 minutes for “Proficient” score
- Show a reasonable balance of paper + project, the process involved, and what was learned
- Demonstrate effective organization & public speaking skills
- Be prepared for an impromptu question period after the presentation (*not included in timing*)



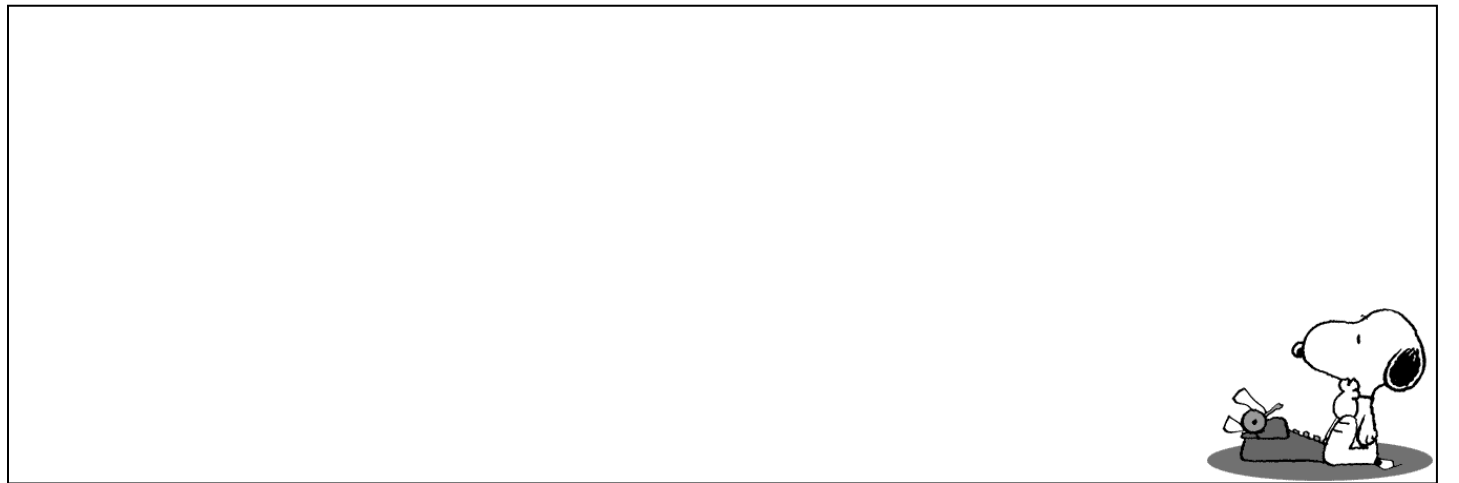
RESEARCH PAPER *This is not a report; you are taking a stand on an issue important to you.*

List your interests :

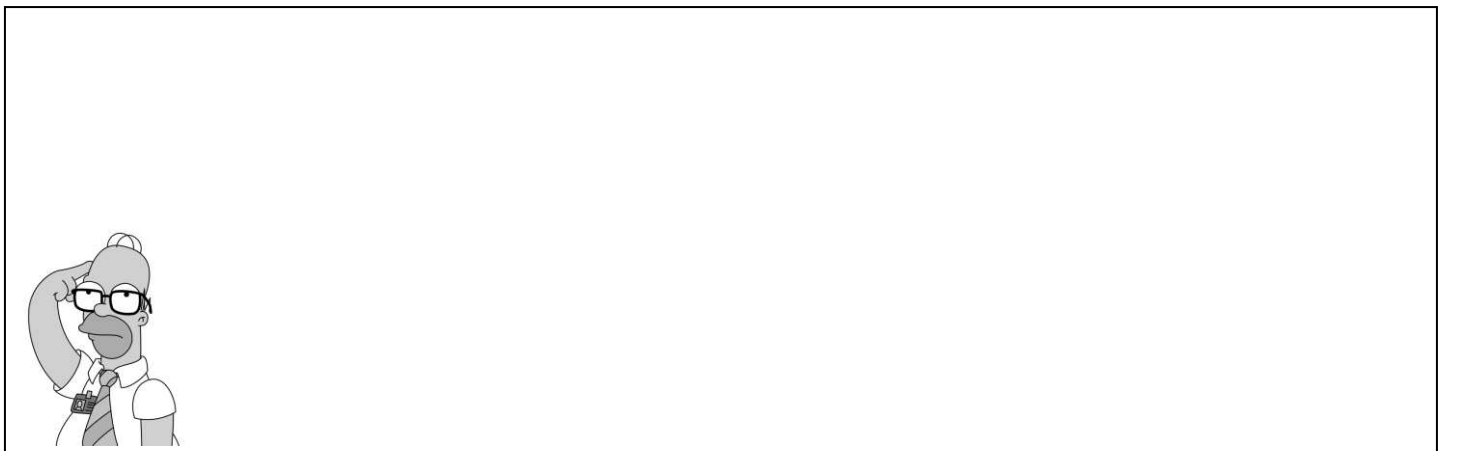


Consider an issue related to your interests :

*What are you curious about?
What makes you feel angry or sad or concerned?*



Take a stance about an issue → *What SHOULD happen? HOW can a problem be solved?*



RESEARCH PAPER + PROJECT IDEAS

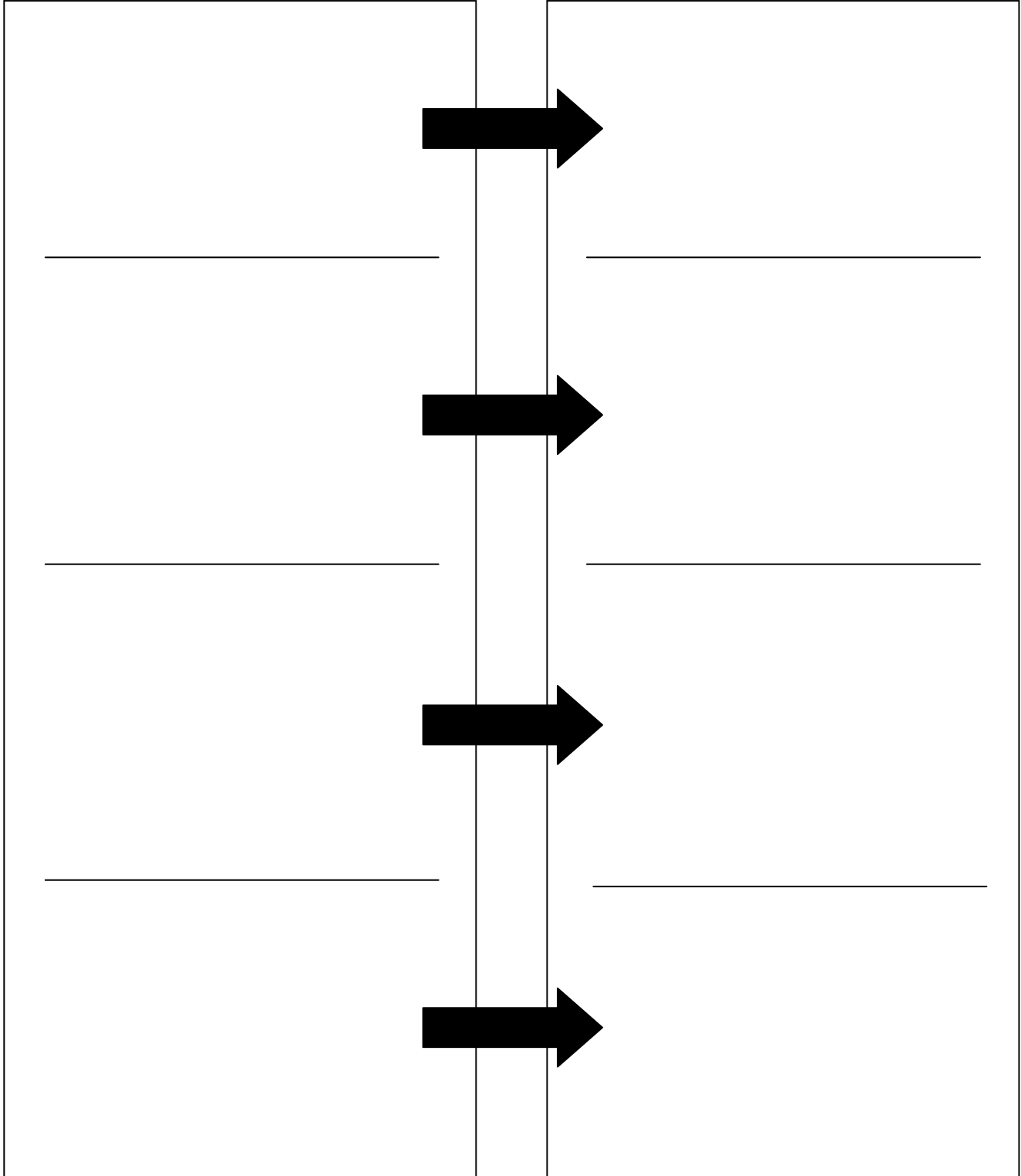
Think of your paper as investigating a world issue then relate it to a local project.

Research Paper

***Demonstrates clear stance via strong thesis**

Physical Project

***Includes deliberate community involvement**



*****Many research topics lend themselves to organizing a fundraising campaign, learning a skill to teach to others, or volunteering at a local business or organization*****

HFHS HERITAGE PROJECTS

We hope some Senior Renegades will choose to continue with these projects each year, to show our ongoing ability to make a positive difference in the community.

Community garden maintenance

Elementary/Middle School outreach team – Address issues of bullying & self-confidence

Helen Baller physical fitness program

HFHS clothing & toiletries closet + food cupboard coordinator

Liberty clothing closet volunteer

Poetry Out Loud competition

Relay for Life team

Renegade Uprising/Talent Jam showcase



PHYSICAL PROJECT CONSIDERATIONS

1. Boundaries

- Be safe – in choosing a project + completing it. We cannot approve projects with liability issues.
- You **may not** make a profit on your project. Any money raised ***must be donated*** to an established, relevant charity.
- Projects **must include** a challenge for yourself – *choose something you have not done before*.
- Projects should be completed by the **end of March** to give yourself time to develop a successful presentation and enjoy less stress. ☺

2. The Challenge

- ✓ This project **must be challenging** for you in some way, taking you out of your comfort zone.
- ✓ It either **builds on** previous skills & knowledge **or** is an **exploration into new areas** for you.
- ✓ Your physical project will likely test your problem-solving abilities in the areas of time-management, self-discipline, dealing with unexpected difficulties & obstacles, and finding & using resources. **GET READY!**

3. Writing Your Proposal

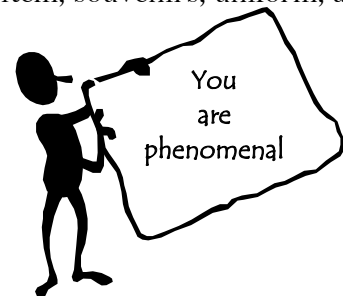
- ☐ **Your proposal is a promise** you will be expected to keep unless there are extreme circumstances causing you to change. *See Mrs. Holmes, Mrs. Winkley, or Mrs. Spencer as soon as you are aware of an extreme circumstance that will cause you to change your project.*
- ☐ Remember - you will not be verbally explaining or defending your proposal to the Senior Advisory Board so it will need to **be specific, clear, and thorough** in writing.
- ☐ A **specific research topic is required** to provide focus for your paper + physical project.
- ☐ Have perfect conventions - your proposal is a reflection of your commitment & quality of work.
- ☐ Explain any terminology that the Advisory Board may not be familiar with regarding your project.
- ☐ In the “Project Tasks” section, list **at least five detailed** steps you will take in completing your project.
- ☐ In the “Final Product” section, be specific about **what you will do or make**.
- ☐ ***If you are job shadowing or volunteering, see the “Job Shadow/Volunteer Notebook”*** [page 19] for notebook requirements & ideas.
- ☐ You are **required** to have an experienced & knowledgeable mentor for your project.
- ☐ Contact mentor(s) to get permission as soon as possible. Include names + phone numbers on your proposal. ***Mentors must contact Mrs. Holmes via email to demonstrate proof of commitment.***
- ☐ Project proposal **must demonstrate specific community involvement**.

4. Project Proofs (*other than Log of Hours*)

- ✓ Journal/notebook of job shadow or volunteer experiences
- ✓ Photos of personal experiences
- ✓ Completed teaching/performance evaluation forms
- ✓ Any other documents demonstrating involvement with your project (brochures, flyers, posters, artwork, certificates, letters)
- ✓ Physical objects produced, obtained, or used in the project (self-created item, souvenirs, uniform, awards)

5. Time Spent

- ◆ **Minimum time required is 20 hours** (*at least 10 in the community*).
Most projects typically average 30- 40 hours.



MENTOR FAQs

Ideally, mentors are older than 25 and not directly related to you.

Qualities of a mentor:

1. A person who will provide expertise, support, advice, perspective, feedback, acceptance, and understanding plus verification & evaluation of the student's work during the physical project
2. A person whom the student can trust and with whom the student can develop a positive working relationship

Where do you find a mentor?

- ✓ Check with current & former teachers for suggested mentors in your area of interest
- ✓ Staff members at high schools, middle schools, elementary schools, community centers
- ✓ Retired people in your neighborhood
- ✓ Professionals in the community – skilled workers, business owners, teachers, coaches, church/club leaders
- ✓ Local elected officials

HOW DO YOU PREPARE TO FIND A MENTOR?

a. Know the elements of your project

- What is the major goal of your Physical Project?
- What do you hope your end result(s) will be?
- How much time do you think you will need to complete your project? What materials will you require?

b. Be able to define the commitment for your mentor

- What do you see as the purpose for your mentor? (providing assistance, observing, making connections, etc.)
- When + where will you be able to meet? You must commit to being on time, all the time.
- What will the two of you need to discuss at your meetings?
- What types of information or help will you expect from your mentor?

MAKING CONTACT:

1. If you do not already know your potential mentor personally, set up a meeting using an intermediate person who knows both of you (teacher, relative, co-worker, friend, neighbor).
2. Call or e-mail to set up a more formal meeting to discuss your project & mentor needs.

BEFORE the project begins

- Prepare for the formal meeting as you would for a job interview – dress appropriately, bring necessary materials.
- Prepare a mental script of what you want to say: know the purpose of your project & what you'll need from your mentor.
- Organize your ideas and questions in a logical fashion; be ready to accept alternate ideas from your mentor.
- Bring a calendar with all of the due dates for the Senior Project. Be aware of all the times you are and ***are not*** available to meet and work with your mentor. Be flexible but honest about your availability.

DURING the project

1. Record dates, time spent, and basic details of activities as you meet & work together and **be sure to get signatures on the Log of Hours.**
2. Any time you are actively working on your project may be counted toward your required hours; if your mentor is aware of your work, he/she can sign for time spent out of his/her presence. ***Remember – at least 10 hours must be specifically community-related.**
3. Write detailed entries about activities, conversations, observations in your job shadow/volunteer notebook.

AFTER the project

1. Have your mentor fill out the final verification form.
2. A verbal thank you is expected & appreciated but a written note is even kinder. (See Spencer for a card!) ☺

PARENT AWARENESS FORM *As the parent/guardian of a student at Hayes Freedom High School, I am aware that my student must pass all three components (Research Paper, Physical Project, and Board Presentation) of the Senior Project to graduate.*

For the research paper, _____ will be arguing the following:
print student name

THESIS: _____

For the physical aspect of the project, my student has decided to do the following **pending approval** by the Senior Project Advisory Board: _____

A mentor is required for this project.

- The mentor/contact person for the project will be:
 _____(name)
 _____(phone number)
 _____(e-mail)

This person was chosen to be a mentor/contact person because _____

I fully understand that this project selection + mentor choice are made independently of the staff & administration of Hayes Freedom High School. The project + mentor selections are parent/guardian & student centered. The staff, administration, & district will not be held liable for the mentor choice.

The estimated cost of the project is \$ _____ for *(list materials)* _____

My student's final product will be _____

- **I fully understand that my student must pass all three components of the project with an Excellent or Proficient rating in order to pass this exit requirement.**
- **I also understand that project hours may not be completed during HFHS school hours without prior approval from Mrs. Holmes.**
- **Furthermore, I acknowledge that plagiarism may result in loss of Senior English credit.**

Parent/guardian signature _____ date _____

Student signature _____ date _____

SENIOR PROJECT PROPOSAL [Final to be typed; find in Senior English Documents folder]

Approved: _____

Student Name: _____

Date: _____

1) Research Paper topic:

2) Physical Project Description

Describe the project and its purpose - be as specific and concrete as you can.

3) Mentor and/or a contact person(s) who will work with me & verify my hours.

This person should not be related to you nor under 25 years of age.

Name:

Relationship to me:

Phone number/e-mail:

Mentor's area of expertise:

4) Project Task Analysis (List at least five steps necessary to complete the project):

1.

2.

3.

4.

5.

5) Final Product(s) (*What will be visible at the end of the project?*):

6) Relationship between project + paper:

7) Previous experience in this area:

8) Why this is a challenge for me and other considerations for the Advisory Board:

9) Describe the community involvement piece of your physical project:

I am aware *I must fill out extra paperwork* if I am doing a job shadow/volunteer or a performance.

(student signature)

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DATE	ACTIVITY: Include specific details of the work you accomplished for your project during each time segment.	HOURS COMPLETED	MENTOR INITIALS

MENTOR VERIFICATION

DATE	ACTIVITY: Include specific details of the work you accomplished for your project during each time segment.	HOURS COMPLETED	MENTOR INITIALS
Total Hours:			

Mentor's Name: _____

Mentor's job title/qualifications:

(To be filled out by mentor)

We met at the beginning of the project when she/he asked me to be a mentor. Date _____

We have had approximately _____ meetings since our initial meeting.

What problems/obstacles have you noticed this student encounter and overcome?

Mentor comments:

_____ (Signature of mentor/contact person)

_____ (Phone)

_____ (Date)

PROJECT SELF-EVALUATION [Final to be typed; find in Senior English Documents folder]

Name

Date

1. Research Paper thesis:

2. Briefly describe your project:

2. Please answer completely:
 - A. Date started:
 - B. Date completed:
 - C. Total hours spent on project:
 - D. Discuss the essential steps involved in your project:

 - E. List significant materials used:

3. Would you recommend your project idea for future seniors? Explain why/why not.

4. List at least three personal satisfactions or new information you gained from this project.
 - 1.
 - 2.
 - 3.

5. What comments about your project have you heard from students, parents, teachers, or community members?

6. Describe what challenged you as you completed this project. Consider not only your physical learning but also emotional or intellectual challenges.

7. List any problems you encountered.

8. How did you handle these problems?

- 9. Would you be willing to have your paper and/or project used as examples for future Seniors? Y N
- 10. What was the picture in your mind of your project before you started working on it?

How does the outcome compare with your first perception of your project?

- 11. What would you do differently now that you have had experience in this area?

- 14. What would you say you learned about yourself during the course of your project?

- 15. What letter grade would you give yourself for your project?
Justify your grade in a sentence or two.



JOB SHADOW/ VOLUNTEER NOTEBOOK

If you choose to job shadow or volunteer, you must spend at least twenty hours onsite and produce a Job Shadow/Volunteer notebook that demonstrates your understanding of the career and your experiences.

Hours spent producing the notebook can count as project hours, but they do not count as onsite hours.

Essentially, a job shadow or volunteer project will exceed 20 hours total.

→ Required information in the notebook:

- 1) Job/volunteer title
- 2) Typical duties performed
- 3) Typical hours + salary of job being shadowed
- 4) Work conditions within the organization
- 5) Education, training, certification(s) and other requirements for this job/volunteer position
- 6) Personal qualifications, traits, and skills necessary
- 7) Employment outlook for the future in this area
- 8) Advancement opportunities
- 9) Related careers or entry-level jobs that lead to this career/position
- 10) Professional profile of your mentor(s) outlining years on the job, preparation & training, advancement, hardest part of the job, most enjoyable elements

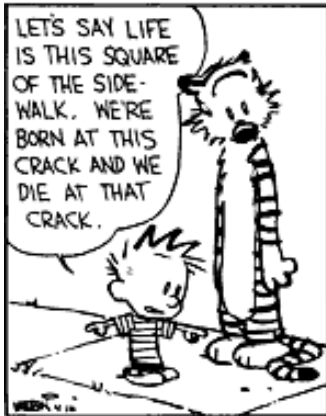
Other information that could be included:

- Technology used in the career/position
- Projected & possible changes in this career as technology advances
- Discussion of whether this could be a source of self-employment
- Discussions of safety, stress, and dangerous conditions in the career/position
- Discussion of seasonal aspects of the career/position
- Discussion of controversial issues related to the career/organization
- Discussion of moral + ethical aspects of this career choice
- Discussion of the public's perception of this career/organization
- Discussion of other careers/organizations that could potentially impact this one
- Job/volunteer satisfaction rating
- Key elements every potential worker in this career/position should know
- Your résumé and/or cover letter, written specifically with this career in mind
- Reasons you would/would not recommend job shadowing/volunteering at this organization

Please individualize your notebook and add whatever you wish such as relevant graphics, brochures/literature, a dynamic layout, or other items to make it uniquely yours.

As always, conventions should be correct, work should be relatively neat, and the notebook should reflect the quality of your project.





IS OUR QUICK EXPERIENCE HERE POINTLESS? DOES ANYTHING WE SAY OR DO IN HERE REALLY MATTER? HAVE WE DONE ANYTHING IMPORTANT? HAVE WE BEEN HAPPY? HAVE WE MADE THE MOST OF THESE PRECIOUS FEW FOOTSTEPS??



SENIOR PROJECT Calendar Event Request*(To be filled out by a student wishing to use HFHS facilities for a project activity/event)*

Person Making Request:	Today's Date:
------------------------	---------------

Event:	Event Date:
--------	-------------

Detailed Description:

Beginning Date:	Ending Date:
<input type="checkbox"/> daily <input type="checkbox"/> weekly <input type="checkbox"/> monthly	If monthly, please explain:
Start Time:	End Time:

Event Location:	Event Cost:
-----------------	-------------

Anticipated number of people in attendance:

Contact Person:	Phone Number:
-----------------	---------------

<input type="checkbox"/> Open to public	<input type="checkbox"/> Students only
---	--

Event Supervisor/Person Onsite at Event:
--

Phone Number:

Equipment Needed: <input type="checkbox"/> Microphone <input type="checkbox"/> Computer <input type="checkbox"/> Projector/Screen <input type="checkbox"/> Wireless mouse <input type="checkbox"/> Desks # _____ <input type="checkbox"/> Tables: <input type="checkbox"/> round # _____ <input type="checkbox"/> oblong # _____ <input type="checkbox"/> Chairs # _____
--

Parking: <input type="checkbox"/> during school day <input type="checkbox"/> after school hours	# spaces
---	----------

Special conditions/needs:

<input type="checkbox"/> food	<input type="checkbox"/> other:
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Please return this completed form in hard copy to Mrs. Holmes.

SENIOR PROJECT PERFORMANCE/TEACHING EVALUATION FORM

*Please fill out this form after the performance and return to the student in charge.
Thank you for participating in this phase of the Senior Project. Your comments are valued.*

Date of Presentation _____ Student name _____

Event _____

Location of presentation _____

Evaluator name _____ Contact phone # _____

Presentation evaluation

Please rate presentation on the basis of 1 = low and 5 = high

The presenter was well prepared (speech, equipment, music, timing, etc.).	1	2	3	4	5	
The presenter demonstrated proper public speaking habits (voice control, posture, gestures, eye contact).	1	2	3	4	5	
The presenter knew a great deal about his/her subject area.	1	2	3	4	5	
The presentation offered new, interesting, entertaining, educational, or otherwise useful information.	1	2	3	4	5	
How organized was the presenter in terms of an introduction, presentation, & conclusion?	1	2	3	4	5	
The presenter offered quality answers if questions were posed to him/her after the presentation.	1	2	3	4	5	N/A
After watching this presentation, would you like to learn more about the presenter's subject area?	1	2	3	4	5	
The presenter was enthusiastic about his/her subject area.	1	2	3	4	5	

Please add specific comments:

Thank you!

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RESEARCH PAPER FORMAT

Please use EasyBib.com to verify current, proper MLA formatting for sources

- **FONT SIZE AND STYLE:** 12 point is the standard font size and should not be changed. The font should be generic and easy-to-read: Bell MT, Calibri, or Times New Roman are acceptable.

MARGINS: Page Layout tab → Margins → Normal = All margins are set to 1 inch

- **LINE SPACING:** Home tab → Paragraph – Use the dropdown menu to select 2.0

PAGE NUMBERS: Insert tab → Page Number, dropdown to Top of Page then Plain Number 3
Type your last name in front of the page number: Spencer 1

- **HEADING:** Top of page, aligned left, double-spaced EXACTLY LIKE THIS:

Name

Senior Research Paper

Date completed

TITLE: Home tab → Paragraph – Select the centered button then type your title after the Heading
Do not change the font or underline, italicize, or put quotation marks around the title.
See example on page 24.

- **THESIS STATEMENT:** Underline your thesis statement within your introduction – it makes your argument stand out for the Senior Board members who will look it over before your presentation.

CITATIONS: Use EasyBib to generate in-text citations → My Projects → Bibliography → Parenthetical
Copy & paste citations wherever you directly quote or paraphrase facts.

- **WORKS CITED:** *Attach to your final paper so it will be numbered properly*
Home tab → Paragraph – Select the centered button then type Works Cited
Do not change the font or underline, italicize, or put quotation marks around Works Cited.

Resources must be alphabetized & double-spaced and be formatted with a hanging indent. **See sample, p 25.**

WORD COUNT:

Check the bottom left of your screen to see current word count; click on Words to get specific information about number of characters, pages, paragraphs, et cetera.

Minimum # of words for Proficient rating = 1500 before Works Cited page is added.

→ SAVE, SAVE, SAVE: Save your document often in multiple places. ←
Jump drive, Google Drive, DropBox, email

Mark Wahlberg

Senior Research Paper

14 October 2014

The Power of Effective Teachers

The art of teaching is one that has been in practice for many centuries. The role that a teacher provides for students is very important to the advancement of general knowledge and higher learning. To be an effective teacher, certain obligations and actions must be taken to pursue this role. Effective teaching follows many different stages that allow teachers to have a better approach to an everyday classroom situation (Weimer). Today, the students seem to drift away from any lesson plan unless the lesson has personal appeal to the student. Understanding students' expectations and needs is extremely important and will affect the instructional design. Each activity should reflect the teacher's goal of each lesson plan but also take into account students' needs. Effective teachers will find ways to get to know their students then take time to design appropriate units and lessons. Part of developing plans is the ability to be flexible, in knowing how best to reach students and at adjusting the timeline of delivery to best meet students' needs. In order to be effective in reaching and educating today's students, teachers must be skilled in developing rapport, managing time, and being flexible.

RESEARCH PAPER WORKS CITED SAMPLE

Wahlberg 8

Works Cited

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Partee, Glenda L. "Using Multiple Evaluation Measures to Improve Teacher Effectiveness." *Name*. Center for American Progress, 18 Dec. 2012. Web. 18 June 2014.

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Polk, Jeremy. "Traits of Effective Teachers." *Arts Education Policy Review* 107.4 (2006): 23-29. Web.

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Weimer, Maryellen, PhD. "Effective Teaching Strategies: Six Keys to Classroom Excellence." *Faculty Focus Effective Teaching Strategies Six Keys to Classroom Excellence Comments*. Magna Publications, Mar. 2006. Web. 18 June 2014. <<http://www.facultyfocus.com/articles/effective-teaching-strategies/effective-teaching-strategies-six-keys-to-classroom-excellence/>>.

HFHS Senior Paper Rubric

STUDENT NAME: _____ DATE: _____

TITLE OF PAPER: _____

4 = Exemplary

3 = Proficient

2 = Developing

1 = Beginning

INTRODUCTION: *Research paper begins with an interesting introduction to the topic and includes a clear, concise thesis.*

4: Strong hook and VERY WELL developed thesis

3: Includes effective hook and strong thesis

2: Lacks interesting hook and/or has weak thesis

1: Weak hook, unclear thesis

SCORE: _____

FOCUS + DEVELOPMENT: *Refers to the clarity of the leading information and supporting details. The thesis is supported by strong well developed main points, which are logical & relative to the topic:*

4: VERY clear and focused points, strong development of topic

3: Clear and focused points, topic well-developed

2: Main points are evident but topic not thoroughly developed

1: Unclear points, little development of topic

SCORE: _____

SUPPORTING RESEARCH: *Refers to the demonstration of clear and appropriate structure with main points backed up by logical and effective research. In-text MLA citations are used correctly and in strong support of the author's thesis.*

4: Excellent use of citations throughout; excellent use of quotes; strong supporting evidence

3: Effective use of citations throughout paper; quotes/evidence provide adequate support

2: In-text citations used ineffectively, incorrectly, or inconsistently

1: Lacks in-text citations (**Papers lacking in-text MLA citations will not be given an Incomplete**) SCORE: _____

ANALYSIS + INTERPRETATION: *Response shows the author's understanding of material researched and ability to link these facts to the larger ideas of the paper.*

4: Demonstrates a deep understanding of key concepts and expertly interprets these concepts in the proper context

3: Adequate, logical analysis of concepts but may be overly general at times

2: Shows a limited understanding of key concepts; some interpretations may be out of context or incorrect

1: Lacks an understanding of concepts and incorrectly interprets of information SCORE: _____

FLUENCY OF EXPRESSION: *Refers to use of effective sentences, flow of ideas, readability, appropriate vocabulary, and interesting, professional language*

4: Writing is carefully crafted and fluid; professional usage (no "I" "you" "we")

3: Writing is easy to grasp & professional overall but relatively simple

2: Sentences are choppy and/or rambling; awkward constructions impede understanding

1: Meaning is difficult to determine throughout; unprofessional constructions & word choices SCORE: _____

CONVENTIONS: *Refers to the rules and devices of standard written English*

4: Exceptional control of standard English - spelling, grammar, and punctuation are error-free

3: Few minor errors are noticeable but do not impede readability

2: Errors in spelling, grammar, and punctuation impede readability

1: Frequent and significant errors impede readability SCORE: _____

DOCUMENTATION & MECHANICS: *Refers to the required depth of research and correct format of the research paper*

4: 7 + documented sources; perfect formatting - page number/header, font, title, and spacing

3: 6 + documented sources; with minor errors in one of the following: page number/header, font, title, and spacing

2: 6 + documented sources; with errors in two or more of the following: page number/header, font, title, and spacing

1: Less than 6 documented sources or sources of questionable reliability; three or more errors in formatting SCORE: _____

TOTAL SCORE: _____

PASSING GRADE for Final Paper:

A score of less than 3 on ANY of the above grading criteria will require revision until Proficient.

BINDER/PRESENTATION CHECKLIST

**These items should appear in the Senior Project binder *in this order*.
Please check off each item on the list as you place it in your binder.**

-
- _____ 1) Binder cover: Name, **project** title, relevant picture, date, and teacher’s name
 - _____ 2) Senior Project Proposal – typed & approved by Mrs. Holmes
 - _____ 3) Parent Awareness form – completed & signed by parent/guardian
 - _____ 4) Research paper + Works Cited (**clean final copy**), pages displayed back-to-back in sheet protectors - *check order of pages*
 - _____ 5) Log of hours + Mentor Verification COMPLETED & signed
 - _____ 6) Project Self-Evaluation - typed
 - _____ 7) Job shadow/Volunteer Notebook, if applicable. *Notebook should be neatly handwritten or typed & organized by date.*
 - _____ 8) Project performance evaluation form(s) if performance or teaching was part of the project
 - _____ 9) Other pertinent items –brochure, flyer, poster, letters, certificates
Be sure items are self-explanatory or have captions/labels to explain the reason(s) they are included in the binder.

AESTHETICS

- ✓ This portfolio is neat, clean, and professional-looking.
- ✓ All papers have correct grammatical conventions and are typed when necessary.

.....

PRESENTATION ARRANGEMENTS

- _____ I have requested from Mrs. Spencer any special equipment needed for my board presentation. (speakers, microphone, extra table, easel, etc.)
- _____ If my board presentation employs technology, I have all necessary materials ready.



BOARD PREPARATION

Your board presentation will likely be the most challenging project of your high school career. Your audience will be small + supportive. You are required to deliver your presentation within 7 – 11 mins. Be well prepared.

There are four main areas you must discuss:

- ◆ **Your paper – *Explain your thesis and 2-3 main points, show you have developed expert knowledge through research***
- ◆ **Your physical project – *show you have gained expert knowledge***
- ◆ **The process – *tell what happened as you worked through the steps of the physical project***
- ◆ **What you *learned* about your topic & yourself, any *obstacles* you encountered & how you dealt with them, and how you will *continue to use* this knowledge**

Presentation Tips:

- *Organize* your ideas on separate 3x5 cards and arrange them into an order (NUMBER THEM!) that is logical and clear to the listeners. Write sparingly on the cards; use them as a guide.
- *Plan* your introduction.
 1. Grab attention with an effective HOOK – consider using a short video, sound clip, quote, relevant anecdote, appropriate joke, informal survey, rhetorical question, or other engaging activity to open.
 2. Make your research thesis & project objective clear.
- *Plan* the display of your project's end product. Will it be an ongoing, integral part of your speech, such as a PowerPoint slide show? Will you use it as part of your introduction? Will you only refer to it during your conclusion? **Avoid passing items around during your speech - it will distract you & your audience.**
- Make sure Mrs. Spencer knows what specific AV equipment and/or extra furniture you will need.
- *Plan* your conclusion.
 1. Briefly restate topic/thesis and overall learnings with emphasis.
 2. Memorize your conclusion so you will end with strength.
 3. Finish with "Thank you; any questions?" to indicate timing to stop.
- *Prepare* for questions after your presentation – answer truthfully, even if it means saying you're not certain but could find out about something.
- ***Practice, practice, PRACTICE!***

Visual(s)

- ◆ Appealing & professional-looking
- ◆ Spelling & grammar in labels or captions are **perfect** – have many eyes look over your visual aids
- ◆ Items you created during your project should be brought to school for the presentation
- ◆ Photos clearly show the progress of your project and are large enough to be seen from a short distance, mounted neatly on poster board or embedded in PowerPoint
- ◆ Refer to all visuals during your presentation – explain what the audience is seeing and why it is important

Attire

Dress to impress your board so you will feel professional & knowledgeable.

Choose what you will wear well ahead of time and be sure attire is clean, ironed, neat, and well-fitting.

Please see Mrs. Holmes or Mrs. Spencer if you have concerns about your clothes/shoes.

Be enthusiastic! You chose the topic, so get excited about it with your presentation. ☺

Final Speech Outline Format

Hook/Attention Grabber:

Brief Research Intro:

Thesis

Why you chose this topic

Main point

Main point

Main point

Brief Project Intro:

What you did

Who you worked with

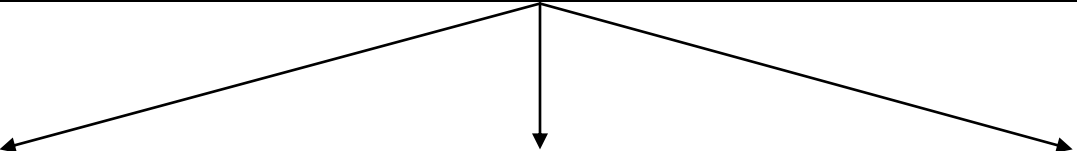
Why you chose this project

Review of Research Information
(List a few quotes or facts you found valuable or helpful in your study)

- 1.
- 2.
- 3.
- 4.



Overview of Project ~ How you got started (idea, mentor)



Steps in planning & executing Project:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Location/Setting:

Mentor's help:

Daily details:

Challenges Faced & Solutions/Resolutions:

What you learned from working on the Project:

- 1.
- 2.
- 3.
- 4.



If you could redo any one aspect of the project, it would be _____ because...



Ways you will use this information and/or experience in the future:

- 1.
- 2.
- 3.



Conclusion: Review main points, connect to Introduction/Hook if possible

THANK YOU! ☺ Any questions?

Senior Presentation Outline Worksheet – *This will be messy; don't sweat it* ☺

Name: _____

I. Introduction

A. Attention-getter/Hook: _____

B. Overview of Main Points

Research thesis statement _____

Tell quickly the 2-3 most significant things you found in research

1. _____

2. _____

3. _____

research

4. _____

5. _____

project

Explain briefly what you did during the project + how

C. Topic Interest/Relevance for you _____

[Choose a TRANSITION]: *To begin with, The first thing I found,* _____

II. _____ (research info)

A. _____

B. _____

Research Main Point + details

[TRANSITION]: *Next, Another interesting thing I found,* _____

III. _____ (research info)

A. _____

B. _____

Research Main Point + details

[TRANSITION]: *After research I decided to, This information led me to* _____

IV. _____

A. _____

B. _____

C. _____

D. _____

Begin discussing Project. How did you get this idea? Tell steps you took to get started Talk about your mentor(s)

[TRANSITION]: *During my project I, There were a number of aspects to my work* _____

V. _____

A. _____

B. _____

C. _____

D. _____

Describe steps + major parts/details of your project

[TRANSITION]: *I found many things significant, I learned a number of important things* _____

VI. _____

A. _____

B. _____

C. _____

D. _____

Discuss things you learned during / from your project

[TRANSITION]: *There were some problems, I encountered a few obstacles* _____

VII. Obstacles – Explain what they were & how you overcame them

A. _____

B. _____

C. _____

VII. Future – How you will use this knowledge/experience in your life and/or career

A. _____

B. _____

C. _____

IX. Concluding Transition *In conclusion, To summarize my experience, In the end* _____

A. Brief review of Main Points/Learning

1. _____

2. _____

3. _____

4. _____

5. _____

B. Wrap-up : Connect to Hook/Intro: _____

HFHS SENIOR PROJECT PRESENTATION EVALUATION FORM

Student's Name _____ Date _____

Research _____ Project _____

	Excellent (Above expectations)	Proficient (Adequate knowledge, may need minor work)	Unsatisfactory (Below expectations, does not meet requirements)
AREA I – CONTENT			
1. Introduction – Stated or implied purpose of presentation with an interesting attention grabber.			
2. Body of Speech			
A. Main ideas & points supported by accurate and appropriate details			
B. Demonstrates Learning + Obstacles overcome: Student uses cues such as “I learned,” “I plan to use this knowledge,” or “Now I know...”			
C. Organization: Shows a logical flow of ideas, not choppy, easy to follow			
D. Shows relationship between paper + project, or discusses reasoning for different topics			
3. Conclusion – Student brings speech to an acceptable, satisfying ending			
4. Balanced Content – Discusses both research and project/process for reasonable time with each			
5. Time Limit – Within 7-11 minute limit	(8-10 min.)	(7-8 or 10-11 min.)	(Under 7 or above 11)
6. Language Usage – Appropriate use of language, transitions, word choice, style			
AREA II – DELIVERY	Excellent	Proficient	Unsatisfactory
1. Eye Contact – Strong eye contact with board, not just reading notes			
2. Effective Speech Techniques – Shows poise, posture, appropriate rate/volume of voice, effective gestures			
3. Dress/Appearance – Appropriate, shows pride			
4. Audio & Visual – Display board/PowerPoint/other – Integrated with presentation, shows relevance, visibility, correct conventions and mechanics			
AREA III – POST-SPEECH Q & A	Excellent	Proficient	Unsatisfactory
1. Impromptu Skills – Student's answers show fluency and confidence			
2. Quality of responses – Show knowledge, understanding, and poise			

COMMENTS: Comments are greatly appreciated by students, especially if the “Unsatisfactory” column is marked. Please use the back of this grading rubric to record praise & advice. Students need to understand where their strengths and weaknesses are in their presentation. Thank you for all of your help!