

SENIOR PROJECT – AN OVERVIEW

I. Description

Senior project is a highly structured program that addresses important South Carolina Curriculum Standards in Reading, Writing, Communication, and Research. The program also addresses different levels of thought processes such as acquisition of knowledge, interpretation, application of knowledge, critical analysis, evaluation, and metacognition.

Students are required to successfully complete a research paper, a hands-on product, a portfolio, and an oral presentation.

II. Requirements

Students are required to pass the research paper, successfully complete the 8 hours of mentoring, 10 hours work on the product and pass the 8-10 minute oral presentation in front of a panel of judges, followed by a 5 minute question and answer period with the panel.

A. Research Paper

A research topic should be chosen that presents the student with an opportunity to experience a learning stretch. The topic of the paper must be connected to the hands-on product. This connection must be demonstrated to the panel of judges during the presentation and question and answer period. The research paper must also contain a component researching career opportunities within the student's chosen topic.

B. Physical Project/ Product

The physical project gives the student a chance to learn a subject in greater depth. The project can be oriented around a performance of a skill such as playing the guitar or acting. It can be oriented around the production of some product. It can be oriented around the study of a profession. Whatever the project, the student must keep in mind that during the oral presentation he/she will be required to illustrate his/her activities in some way. Problem solving to a well-documented presentation is a vital part of putting together a dynamic speech.

C. Mentoring

Each student must choose an adult mentor to oversee the physical project. The mentor can also serve as a primary source for the research paper. The mentor should be someone, other than a family member or current teacher, who has professional expertise in the student's area of study.

TOPIC SELECTION GUIDELINES

The following are guidelines that should assist you in the selection of a subject to be explored.

- ❖ The research topic should be one that is broad enough to allow the student access to enough information, yet specific enough to make the research scope reasonable. For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, evolution of first aid courses, etc.). On the other hand, a student choosing to research *The Application of Band Aids to Skin Abrasions* probably will not find enough information.
- ❖ The research topic must be chosen from the student's career cluster and must include an exploration of careers associated with that topic.
- ❖ The research topic should be one that is challenging to the student academically and creatively. The student should take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Making such a choice would make the paper, the product, and the presentation uninteresting for the student and evaluators alike. The topic should require an academic and creative s-t-r-e-t-c-h for the student.
- ❖ Students should avoid choosing topics that might involve expenses that they are not prepared to handle. For example, if the research involves travel or long distance calls, the student may want to make another choice. If the product that grows out of the research will require expensive materials, the student may want to make another choice. Remember, the student is not expected to spend money in order to complete the project. Going to great expense will not enhance the evaluation of a project.
- ❖ Student should avoid choosing topics that might endanger themselves or others. For example, sky diving, use of explosives (in an experiment), or handling dangerous animals are not appropriate.
- ❖ Primary research is one of the requirements of the project. It may be wise, therefore, to explore possibilities for personal interviews, informal surveys, etc. before making a final selection of a topic.
- ❖ Some preliminary research may be helpful to the students. By reading about a certain topic the student may expand his/her areas of interest and possibilities for new areas of exploration may surface.
- ❖ Students should use good judgment to be certain the topics they choose are appropriate for presentation to a review panel and the general public. Remember, each student will have to have project proposal approval prior to beginning the project.

SAMPLE CAREER CLUSTER, PAPER, PRODUCT COMBINATIONS

CAREER CLUSTER	TOPIC	PRODUCT
Agriculture, Food & Natural Resources	Floral Design	Design and Make Floral Arrangements for a Wedding
Architecture & Construction	Progression of 20th Century Architecture	Make a Model of a Skyscraper
Arts, A/V	Animation	Create an Animated Cartoon
Technology & Communications	Property Management	Develop a Management Plan for an Apartment Complex
Business, Management & Administration	Special Education	Develop a Unit Plan for a Special Education Class
Education & Training	Baby Boomer Effect on the Stock Market	Create a Financial Portfolio for a Baby Boomer
Finance	Animal Control	Volunteer at the SPCA and Facilitate a Pet's Adoption
Government & Public Administration	AIDS	Volunteer in an AIDS Hospice
Health Sciences	French Cooking	Prepare a 5 Course French Meal
Hospitality & Tourism	Nutrition	Write a Healthy Meals Cookbook
Human Services	Computer Games	Create a Computer Game
Information Technology	Software	
Law, Public Safety, Corrections & Security	Forensic Science	Create a Model of a Crime Scene with an Analysis of the Scene
Manufacturing	Welding	Make a Metal Gate
Marketing, Sales & Service	Advertising Techniques	Create an Advertising Campaign for a Product
Science, Technology, Engineering & Mathematics	Bridge Building	Build a Model of a Suspension Bridge
Transportation, Distribution & Logistics	Auto Body Repair	Repair and Paint a Damaged Car

THE LETTER OF INTENT

The Letter of Intent is a formal letter proposing your research topic and twelve hour product. The letter must include the following, in a three paragraph, business letter format.

- Why you chose your topic (Paragraph 1)
- The specific area(s) upon which you will focus your research (Paragraph 1)
- A brief description of your product (Paragraph 2)
- What you hope to accomplish by completing the Senior Project (Paragraph 3)

Helpful Hints for the Letter of Intent

1. Plan what you want to say. This letter forms the basis of your Senior Project and will help throughout your Research Paper and Project Product.
2. Write in complete sentences, using words which have a precise meaning.
3. Try to lead with a strong first sentence – an “attention getter”.
4. Use a courteous, positive tone. This will help to show your reader that you are serious about your Senior Project, and this could help get your area of study approved.
5. Make your last paragraph effective. These are usually the last words that stick in the reader’s mind. Your last sentences should encourage the reader to react positively toward what he/she thinks you will learn by undertaking your Senior Project.
6. Check format, spelling, grammar and word choice. Running spelling and grammar checks may not be enough. Have someone proofread your letter before you hand it in.
7. Be sure to sign your name.

FORMAT FOR LETTER OF INTENT

Writer's Street Address
City, State Zip Code
Date (Press "enter" or "return" four times for spacing)

Senior Project Advisors
Landrum High School
P.O. Box 609
Landrum, SC 29356 (Press "enter" or "return" two times)

Dear Advisors: (Press "enter" or "return" two times)

Body (Consult the Letter of Intent information page, sample letters, and the rubric)
(Press "enter" or "return" two times)

Sincerely, (Press "enter" or "return" four times to typed name)

(Student's signature in black pen between complimentary close and typed name)
Student's Name (typed)

Helpful information – Use block style for letter. Single-space the letter and double-space between paragraphs. Get proofreading help. Provide a thorough explanation of your plan.

SAMPLE LETTER OF INTENT

17785 South Bolton
Portland, Oregon 97236
February 4, 200-

Senior Project Advisors
Centennial Learning Center
17630 South Main Street
Portland, Oregon 97233

Dear Advisors:

Fashion has always been an area of great interest for me, particularly clothing. For my Senior Project, I have chosen to research the history of fashion in the United States from the 1920's until the present. In my paper, I plan to look at the different styles of clothing that were popular during each decade. I hope to make a connection between today's fashions and previous fashions in my research. Further, I believe that much fashion was created with necessity in mind – weather, comfort, convenience – and I hope to collect facts to back up this hypothesis. I will also explore possible careers in fashion in my research.

For my product, I would like to put on a fashion show which would include a few different styles from different decades along with a few from today. I hope to show, visually, that many old fashions closely resemble the clothing we are wearing today. I will receive mentoring and clothing loans from the Milwaukee Historical Society. They are currently planning a vintage apparel show in which I will participate, an experience which will count toward my project hours and give me valuable research information.

I am looking forward to learning much more about fashion than what I see on a daily basis. My Senior Project will allow me to fulfill my graduation requirements and give me a unique opportunity to pursue a subject in which I am truly interested.

Sincerely,

Mary Riggs

SAMPLE LETTER OF INTENT

1865 Rosewell Circle
Columbia, South Carolina 29304
September 2, 200-

Senior Project Advisors
Adobe High School
123 Macklin Street
Columbia, South Carolina 29304

Dear Advisors:

I live in a family in which I use sign language to communicate every day. For my Senior Project, I have chosen to research American Sign Language. I am very interested in this topic, and I would like to expand my knowledge of the different ways American Sign Language is taught. Also, I would like to learn more about how families and schools work with children who are hearing impaired. In addition, I will explore career opportunities in educating the deaf.

For my project, I will be observing different educational programs and compiling a resource list of community services for deaf people. After graduation, I am interested in the two year Interpreting Programs at Trident Community College. This program is very difficult to get into and the experience I gain from this project will be very helpful to me in pursuing my future career goals.

If this proposal is accepted, my research and project will allow me to complete the requirements for graduation and give me a valuable, career-oriented learning experience. It will also serve the community and allow me to become familiar with the variety of programs for the hearing impaired throughout the Columbia area.

Sincerely,

Joseph Spicer

LETTER OF INTENT RUBRIC

Name _____

Date _____

1. (20)_____ Does the letter explain why you chose your topic? (Paragraph 1)
2. (20)_____ Does the letter explain the specific areas on which you will focus your research? One of the areas must be career exploration. (Paragraph1)
3. (20)_____ Does the letter give a brief description of the product? (Paragraph 2)
4. (20)_____ Does the letter explain what you hope to accomplish by completing the Senior Project? (Paragraph3)
5. (5)_____ Is the letter typed in block style in 12 point Times New Roman?
6. (5)_____ Are all parts of the letter present? (Heading, Inside Address, Salutation, Body, Closing, Signature)
7. (10)_____ Are grammar and mechanics correct in the letter?

The Letter of Intent will be weighted as one test grade.

SENIOR PROJECT ADVISORY BOARD PROJECT APPROVAL WORKSHEET
FOR

NAME _____

PROJECT _____

CAREER CLUSTER _____

Yes_____ No_____ The research is a logical extension of the career cluster.

Yes_____ No_____ The research focus is broad enough to allow the student access to enough information, yet specific enough to make the research scope reasonable for a 8-10 page research paper.

Yes_____ No_____ The research topic is challenging to the student academically and creatively. The topic is not limited to relatively simple ideas with little application or extension possibilities.

Yes_____ No_____ The product provides experience with an aspect of the career cluster.

Yes_____ No_____ The project presents an opportunity for primary research-personal interviews, surveys, etc.

Yes_____ No_____ The research and product require a learning stretch for the student.

Yes_____ No_____ The project does not potentially endanger the student or others. (Ex. sky diving, use of explosives, etc.)

Yes_____ No_____ The project does not involve great expense.

Yes_____ No_____ The proposed product would involve a minimum of 10 hours of creative effort.

Yes_____ No_____ The student presents an adequate rationale for the project in terms of exploring an aspect of the career cluster.

THE PROJECT IS _____APPROVED _____NOT APPROVED

SENIOR PROJECT PARENT CONSENT FORM

I am aware that my son/daughter is required to do a Senior Project as part of the English IV course requirement at Landrum High School.

I understand that there are five parts of the project:

1. a research paper
2. a mentor relationship that requires finding a mentor and documenting a minimum of 8 hours work with the mentor
3. a physical product that is completed after school and requires a minimum of 10 documented hours of work
4. a project portfolio
5. an 8-10 minute oral presentation of the project to a panel of judges and a 5 minute question and answer period before the panel

I realize that Senior Project presentation is 20% of the English IV final nine week's grade.

I have read my child's Senior Project proposal as outlined in the Letter of Intent (attached). I realize that the 10 project hours and 8 mentor hours necessary to complete the project will be fulfilled after school hours.

My signature below asserts my consent to the project my son/daughter has chosen.

Senior's Name _____

Parent's or Guardian's Signature _____

Date _____

MENTORING ARRANGEMENTS GUIDELINES

The requirements of the Senior Project Mentors are as follows:

- Mentors cannot be current teacher or relatives of the student (exceptions may be made at the discretion of the Advisory Board).
- The mentor may act as a source for the student during the research paper phase (interview/information) and, if possible, provide student suggestions for paper content.
- The mentor will meet with the student for a minimum of 8 hours to complete the project.
- The mentor will assist the student in establishing objectives and keeping a log of all activities completed while meeting.
- The mentor will assist the student while on the job, if possible, in order to give the student practical experience in the area of the chosen topic.
- The mentor will assist the student in completing a project in the area of study. For example, graphic arts student might help produce a t-shirt order or design something for a business.
- In order to determine the student's grade for the phase, the mentor will provide feedback about both the student and the project, and report to the teacher any senior who is not meeting the timelines or requirements in order to determine the student's grade for that phase.
- Basically, the mentor needs to meet with the student for at least 8 hours to discuss and assist with the topic area, and to provide guidelines on the product phase. The purpose is not to waste time or materials, but to gain some "real world" experience and knowledge before leaving high school. Each student should maintain a photographic and anecdotal record of visits and work on the project.
- Mentors are asked to contact us with any questions or concerns. The student's teacher may call the mentor periodically to check the student's progress and get the mentor's reactions to the validity of a student's work.

SENIOR PROJECT MENTOR CONSENT FORM

Dear _____:

I am participating in Landrum High School’s Senior Project program which requires the cooperation of an adult mentor who has some expertise on the topic I am researching. The suggested responsibilities of the mentor are as follows:

- 1. **To meet with me and discuss the possibilities for “hands on” experience in your area**
- 2. **To serve as a source for my research paper**
- 3. **To help guide me through the process of the project/product phase of the program**
- 4. **To provide some guidance if this is a field I am interested in exploring as a possible future career**
- 5. **To serve as a “sounding board” for my ideas about my project**

Note: A minimum of 8 hours must be spent with the mentor.

I understand that I am responsible for making and keeping any and all appointments that we make. I also understand that an evaluation and verification sheet will be signed by you during the mentorship. If you have any questions, please contact my English teacher, _____, at (864) 457-2606. In advance, I thank you for your time and your willingness to be a part of my education.

Senior Project Student

Please fill out completely and accurately all information (necessary for mailings) below and sign to indicate your consent: *Please print info legibly.*

Printed Name of Mentor: _____

Address: _____

Phone # Work _____ **Home** _____

E-mail address _____

Signature of Mentor _____ **Date** _____

PLEASE ATTACH A BUSINESS CARD IF YOU HAVE ONE.

THE SENIOR PROJECT MENTOR/PRODUCT JOURNAL

Students are required to keep a Mentor/Product Journal that records their mentoring experience and work on the Senior Project product.

The project product phase of the Senior Project requires the student to create a product that is logically connected to the research. This product must show an application of knowledge gained during the research phase and the mentoring phase of Senior Project. The product phase allows students to use their individual creativity and talent to apply knowledge of their topics. Students can build or create something tangible or complete a documentary of an activity in a way that connects to their topic.

DOCUMENTATION REQUIREMENTS

1. The student must file with the English teacher a copy of the **Mentor Agreement Letter**.
2. The student will maintain a Mentor/Student Contact Hours Log. The log format is provided.
3. The student will maintain a Product Log. The log format is provided.
4. The students will maintain a journal of the Mentor/Product experience.

REQUIREMENTS FOR MENTOR/PRODUCT JOURNAL

1. Each journal entry should be dated and titled.
2. The date of each entry should correspond to each date on the Mentor/Student contact Hours Log and/or the Product Log.
3. Each entry should include a summary of discussion and/or instruction during the mentor meeting.
4. Each entry should include an explanation of any hands-on experience, including successes and failures.
5. Each entry should include a reflection on what you learned and accomplished during the contact with the mentor and/or work on the product.
6. The journal must also contain photographs. One photograph will be of you and your mentor. The other photographs will be a series of photos documenting the progress of the project. Each photo must have a caption explaining what is occurring in the picture.
7. **The journal must be a minimum of 8 pages and document a minimum of 8 hours work with the mentor and 10 hours on the product. The journal will be weighted as 4 test grades. The journal will become part of the portfolio for Senior Boards.**

PROJECT PRODUCT LOG SHEET

This log sheet is your record of when and how you completed the out-of-class 10 hours for your project. Specifically, record what activities you worked on and how much time each one took. Remember, the project hours include only hands-on activities. Travel time, phone calls, journal writing, or research time for your paper **ARE NOT** part of the 10 hours.

NAME:

DATE	ACTIVITY	TIME SPENT

MENTOR/PRODUCT JOURNAL RUBRIC

- 1.(5)_____Is each entry dated and titled and typed in 12 pt. Times New Roman?
- 2.(20)_____Is the journal at least eight pages?
- 3.(10)_____Does each entry correspond to the Mentor Log and/or the Product Log?
- 4.(15)_____Does each entry include a summary of discussion and/or instruction given during the mentor meeting and/or an explanation of hands-on experience with the product?
- 5.(15)_____Does each entry include a reflection of what was learned during the mentor/product experience?
- 6.(15)_____Does the journal contain a series of photos documenting each stage of the product?
- 7.(10)_____Does each photo have a caption to explain what is occurring in each photo?
- 8.(10)_____Does the journal have a title page which includes: the title - **MENTOR/PRODUCT JOURNAL**, a picture of the student with the mentor, a caption under the picture identifying by name the student and mentor, a description of the project product.

The MENTOR/PRODUCT JOURNAL grade for the class will be weighted as four test grades.

The MENTOR/PRODUCT JOURNAL will become part of the Senior Project portfolio for Senior Boards.

SENIOR PROJECT RESEARCH PAPER REQUIREMENTS

<u>Format</u>	MLA format, 12 point font, all double spaced. MLA handbooks are available in the library. Also, a citation generator is available online.
<u>Length</u>	Eight to ten pages
<u>Sources</u>	A minimum of seven sources must be used. Two primary sources must be used. One must be an interview with a mentor; the other may be an interview with another expert or some other type of primary source. An online database must be used (ex: DISCUS). A print source must be used. A professional website must be used. An encyclopedia article from either a specialized or general encyclopedia must be used. The seventh source is student choice.
<u>Research</u>	You must turn in a photo copy or hard copy and of all research. Highlight the parts on the copies that you use in your paper. In addition, students must turn in all note cards.
<u>Parenthetical Documentation</u>	<p>Any fact you use to support the thesis of your paper must be documented, whether the fact is directly quoted or in your own words.</p> <p>If you do not document a fact that supports your thesis, you are guilty of plagiarism.</p> <p>If you use a writer's exact words but do not give credit and/or do not place the exact words in quotations marks or indent them (whichever applies), you have committed plagiarism.</p> <p style="text-align: center;">FOLLOW MLA GUIDELINES FOR YOUR CITATIONS.</p>
<u>Final Draft</u>	The final paper is to be bound in the following manner: place the final, typed paper in a folder with two pockets – the stapled paper on one side, the photo/hard copies on the other. The typed paper consists of the title page, the outline, the documented text of the paper (parenthetical citations), and the Works Cited.

RESEARCH PAPER PLAGIARISM FORM

I understand that plagiarism is punishable by law and hereby certify that this is my own original idea and work I fully understand that submitting work other than my own may result in my removal for the Senior Project and my failure to graduate.

STUDENT SIGNATURE_____

DATE_____

STEPS IN WRITING A RESEARCH PAPER

I. Gathering Materials

There are two main sources where you will probably search for materials on your topic.

- A. Primary sources – interviews with experts, mentor interview, etc.
- B. Secondary sources – the library, the internet and other computer sources

Gathering materials can be both frustrating and time consuming, but don't give up. There is information out there on almost anything. Your main challenge in researching is to find this information. This takes patience. Remember the word **research** means search and search again.

II. Researching Materials

Once you have gathered materials, the bulk of your time will be spent actually researching them. Start researching the first source you find. Do not wait until you feel you have everything collected to begin research. There are two main steps in the research process:

- A. Reading, reading, reading!
- B. Creating notes

Notes are an essential (and mandatory) part of your research paper. Keeping the information you gather organized is essential.

III. Outlining

After researching, you will be ready to create a rough outline for your paper. In the course of your research, you will inevitably find information that occurs frequently or for which you were originally looking that you feel needs to be addressed in your paper. Before beginning an outline, you should think of these areas of information or subtopics and write them down. For example, if you were doing a paper on fishing, you may find information on the history of fishing, the types of fishing, and the impact of fishing industries on fish stocks. Using the subtopics you choose, you will be ready to create an outline in which you divide your notes under each subtopic.

IV. Writing

Having a detailed outline will make your writing tremendously easier. The subtopics you choose to organize into your outline will be what eventually turn into the thesis of your paper. When outlining and writing, you should think about what point(s) it is you are trying to get across in your paper. When writing, think of your overall paper as a series of smaller papers, which will be combined, later, to make one big paper.

V. Editing and Revising

This is an important step in the paper writing process and one that you will return to frequently. You should edit and revise your paper when you finish typing your first rough draft. You may find with this revision that you need to do more research. Continue to edit and revise your paper until you feel you have the best possible paper for submission. You should let other people read your paper, friends, family members, teachers, prior to handing it in.

SENIOR PROJECT RESEARCH PAPER YES TEST

Before your teacher will read and grade your research paper, it must pass the YES TEST below. If any category earns a NO check, your paper will be returned.

1. Is the paper 8-10 pages? _____Yes _____No

2. Is the paper typed in 12 point Times New Roman?
Is the paper double-spaced? _____Yes _____No

3. Does the paper have a title page? _____Yes _____No

Title – Be specific about point of paper

Your Name

Due Date

English IV

Teacher's name

4. Does the paper have an outline with thesis at top of page? _____Yes _____No

5. Is the paper documented with parenthetical citations? _____Yes _____No

6. Is a Works Cited page present? _____Yes _____No

7. Are the required seven sources used? _____Yes _____No

8. Is the final copy of the paper bound with numbered pages? _____Yes _____No

9. Are note cards and/or highlighted photocopies present? _____Yes _____No

NAME:

DATE:

SENIOR PROJECT RESEARCH PAPER RUBRIC**Name** _____**Date** _____

1. (20)_____ Is the paper unified and coherent?
2. (20)_____ Does the paper treat the topic in-depth, including research on career opportunities within the topic?
3. (20)_____ Are parenthetical citations correctly executed?
4. (20)_____ Is the Works Cited page correctly executed?
1. (20)_____ Are grammar and mechanics correct throughout the paper?

The research paper grade for class will be weighted as four test grades.

The research paper will also become part of your portfolio for Senior Boards.

When the research paper is returned to you, you will be expected to make corrections to the paper before it becomes part of your Sr. Project portfolio.

***Research papers that are turned in after the scheduled due date will be penalized at 10 points per day for every day late. This penalty applies to all four grades of the weighted research paper grade.**

****Only research papers that have been turned in by the scheduled due date and that evidence a sincere effort put forth on the paper will be considered for a rewrite grade.**

Senior Project Poster Rubric

- 1.(20)_____Does the poster include the title of the research paper?
- 2.(20)_____Does the poster include a descriptive title for the project product?
- 3.(20)_____Does the poster include the name of the person?
- 4.(20)_____Does the poster have an eye-catching color scheme and effective artwork and graphics?
- 5.(20)_____Does the poster show evidence of planning, more advanced computer skills and skill with the English language?

Name:

Date:

LETTER TO THE JUDGES

The Letter of Intent was written to the Senior Project Advisors when you began your project. The Letter to the Judges reports on who you are, the subject of your project and your thoughts on what you have accomplished by doing the Senior Project.

The Letter to the Judges will be part of your portfolio and will be an example of an autobiographical essay.

Your Letter to the Judges should explain about you and give a sense of the person you are so that the judges will have some indication about the person who they will hear during Senior Boards.

The letter will be the first thing the judges will see in your Senior Project Portfolio. You should try to make the best first impression with it as possible. The Letter to the Judges must be written in a business letter format. You should explain to the judges who you are, what you have done with your project and what you think about your achievement with the project.

Finally, thank the judges for their time. They are volunteers in this process and are donating their time and effort. Be appreciative.

SAMPLE LETTER TO THE JUDGES

1250 Smith Abbot Road
Landrum, South Carolina 29356
November 30, 200-

Judges, Senior Project Board
Landrum High School
P.O. Box 609
Landrum, South Carolina 29356

Dear Judges:

As an upcoming graduate of Landrum High School, I am proud to approach graduation day with a positive attitude. Throughout my high school career I've faced many situations that led to valuable lessons. Senior Project has been the most satisfying learning opportunity I have experienced at Landrum High School. Self-discipline, time management, and determination played major roles in my successfully completing Senior Project.

High school has been a time of countless changes, varying in degree and range. I moved from Lansing, Michigan to Landrum when I was in the tenth grade. I have made many new friends and had many new experiences in the last two years. I have adapted to changes in my life, and I am now ready to make another change with high school graduation.

My project was based on cutting edge cancer treatments. I chose this subject to further examine my interest in medicine and because I have a good friend who is beginning cancer treatment. I satisfactorily completed my project. During the process, I experienced many valuable situations, all which taught me something. To survive in this atmosphere I had to apply self- discipline, time management, and determination.

During my project I worked three to four days a week at a local restaurant. I kept up with my school work, project, and my job at the restaurant. I see my project as a personal success. Working on my own provided a new challenge for me to meet. Skills I acquired in the classroom were applied to the real world. I now know that I want to pursue a career in medicine.

I would like to thank you for the time and effort you have taken out of your schedule in order to assist me in my education by reading my portfolio and observing my presentation. I hope you have found them informative.

Sincerely,

Amber Lanford

Letter To The Judges Rubric

1. ____ (20) Does the letter give the judges information on who you are?
2. ____ (20) Does the letter explain what you have done, as a whole, to complete your Senior Project?
3. ____ (20) Does the letter explain your product?
4. ____ (20) Does the letter give your assessment of what you have accomplished by doing you Senior Project?
5. ____ (20) Is the letter in correct business letter format (including correct grammar and punctuation)?

Senior Project Portfolio Contents

Your Senior Project Portfolio is the packet of information given to your Senior Project judges prior to your presentation. The judges will look through your portfolio prior to meeting you at your Senior Board. As they look through your portfolio, they will be able to look more closely at your written work and at evaluations related to your Senior Project, thus getting a clearer idea of the scope of your work over the semester. In many cases, what they read will be their introduction to you, and for every judge, the reading will be the introduction to your topic.

Each student should be responsible for completing neatly all forms and including them and the research paper in the portfolio. Sloppily written forms and evaluations do not create a good first impression for the judges. Each student should make the best first impression he/she can with a neatly typed, attractively bound portfolio that has the name of the project and the student's name typed on the front cover. Think of your portfolio as your representative on a job interview. Each senior wants to look professional and give every indication that this is representative of his/her work.

Be creative as you put your portfolio together. Each student should have a fellow student check his/her portfolio before handing it in to the teacher. This should help the student eliminate errors in his/her portfolio.

Contents

Cover – Title of Project, Your Name, Your Picture	_____
Table of Contents – should reflect those items below + your additions	_____
Letter to the Judges – final, typed copy, be sure it is signed	_____
Letter of Intent- final, typed copy, be sure it is signed	_____
Mentor Consent Form	_____
Mentor/Student Contact Hours Log	_____
Project /Product Log	_____
Mentor/Product Journal Entries, typed with photographs	_____
The Research Paper	_____
Self Evaluation	_____
Any Additional Material	_____

In addition, you may add other things that you feel are important to your project. For example, if you wrote a piece of music, you would probably want this in the portfolio, too. These extra items will not count toward the portfolio grade but will give the judges a clearer picture of what you did. **Be sure your Table of Content reflects all items in the portfolio, including the extra items you may add. The portfolio should be contained in a three-ring binder with a clear outside pocket into which the poster is placed. The portfolio grade will be weighted as two test grades. It will be scored based on the checklist above and the overall appearance of the portfolio. (Grade = Percentage of items averaged with 1-4 scale for appearance)**

Senior Project / Product Self-Evaluation

Name _____ Date _____

Date Project Was Started _____ Date
Completed _____

1. In at least 25 words, describe your project:

2. Use of Time:

A. How many total hours did you spend on the project? _____

B. How many sessions did you have with your mentor? _____

3. Use of Resources:

A. List the materials used in completing the project:

B. List the people you contacted about the project:

4. List three examples of personal satisfaction you gained from this experience:

A.

B.

C.

5. What is the most important skill you have acquired during the project/product phase?

6. What, if any, comments have you received about your project from parents, teachers, friends, or community members?

7. Be very specific and describe how the project has stretched you – intellectually, emotionally, and/or physically.

8. List any problems you encountered doing your project.

9. How did you handle these problems?

10. Is your project original or creative in any way? If so, explain how.

11. Describe very specifically how you tried to make your project the very best quality you could.

12. If given the opportunity to redo the project, what would you do differently?

13. In the course of doing this project, what did you learn about yourself?

14. What grade would you give yourself for your project?
Justify the evaluation of your grade in at least 25 words.
Give very specific support.

Grade:

Justification

THE ORAL PRESENTATION

The Oral Presentation is the culmination of the Senior Project. You will present your project to a panel of judges. Your speech must be at least 8 minutes but no more than 10 minutes. You should also have visuals to accompany your speech. Your project product and/or the process you went through doing the project product can become visuals in your presentation.

The judges will also conduct a 5 minute question and answer session with you after your presentation. You must be prepared to answer any questions about your project.

The judges will have looked at your portfolio before your presentation. A wonderful portfolio will not make up for a poor presentation, so be sure to **practice, practice, practice** your presentation. You should refine your presentation until you feel you have developed the best possible presentation.

Study the **ORAL PRESENTATION SCORING GUIDE** so that you will know what the judges are looking for.

Remember that your score on the Oral Presentation phase of Senior Project counts 20% of your final nine-week's English grade.

SENIOR PROJECT JUDGES' JOB DESCRIPTION

Thank you for volunteering your time as a judge for Senior Project.
You have been asked to judge the public speaking phase of the Senior Project.
You will be using the Senior Project **Oral Presentation Scoring Guide**.

The student is required to speak on his or her topic for a minimum of **8 minutes** and a maximum of **10 minutes**. Within the presentation, he or she should address the following:

1. The subject of the research paper
2. The subject of the physical product
3. The connection between the paper and the product
4. The learning stretch the student experienced
5. The future applications from this product

At the end of the student's presentation the judges conduct a five minute question and answer period. Each judge should have at least one question about some aspect of the student's project. Final scores include an assessment of the student's ability to field questions.

The average of the judge's evaluations will count 20% of the student's final 9 weeks English average.

Head Judge.....Timer Judge

The head judge will introduce the judges on his/her panel to each other. The head judge will also introduce the senior to the judges.

The timer judge will keep the time for the speech. At the end of 8 minutes, the time judge will silently hold up one finger, indicating to the student that he or she has made the minimum. The time should be sure the student sees this signal.

At the end of 10 minutes, the timer will say, "Thank you, Mr./Miss Student Name. You have reached the 10 minute mark." The timer judge should **record the total speaking time on the scoring guide.**

The head judge then will begin the 5 minute question and answer period.

The head judge should be attentive to what the judges are asking and make sure the questions stay focused on the student's project.

The timer judge will hold up one finger at the end of the 5 minute period.

The head judge will end the question and answer period at a natural stopping point after the 5 minute period.

The head judge will thank the student and instruct the judges to score the presentation. Judges will score each presentation independently and will not discuss scores.

The head judge will staple the judging sheets together and the scores will be averaged for each student. The head judge will call for the next senior.

ORAL PRESENTATION SCORING GUIDE
STUDENT _____

Each of the 5 descriptors will be scored in a range of 0-100 points for a total of 500. The students should present a speech of 8 minutes minimum and 10 minutes maximum.

The time descriptor should be scored according to the guidelines listed under TIME.

Descriptors	Score	Comments
ORGANIZATION- The speech had an introduction that stimulated the interest of the audience, a body that included sequencing and effective use of transitions, visual aids, and a conclusion that effectively ended the presentation.	(0-100 POINTS)	
CONTENT – The speaker developed the speech through an integrated discussion of the research and the physical product by delivering accurate information and discussing the learning stretch that had occurred during the project.	(0-100 POINTS)	
LANGUAGE AND DELIVERY – The speaker used correct grammar and varied vocabulary. The speaker explained any difficult language and spoke with voice modulation. The speaker used effective gestures and animation and was not over-dependent on notes.	(0-100 POINTS)	
TIME – See the guidelines below 8-10 minutes – 100 points 7.5 – 7.9 minutes – 60 points 7.0 – 7.4 minutes – 40 points 7.3 -6.5 minutes – 20 points 6.5 or less minutes – 0 points If the student must be stopped at the 10 minute mark, the student will receive only 75 points for time as a penalty for going over the designated time	(0-100 POINTS)	
QUESTION AND ANSWER – The student responded confidently and accurately to extemporaneous questions.	(0-100 POINTS)	
Score = Total Points Divided by 5	(Total Points)	Score

A = Superior (100-93) B = Above Average (92-85) C= Average (84-77)
D = Below Average (76-70) F = Failure (Below 70)

