

# Senior Project Handbook

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# Senior Project Timeline

- |                          |  |                       |
|--------------------------|--|-----------------------|
| <input type="checkbox"/> | Choose and submit a research Topic.  | Oct 8-19, 2007        |
| <input type="checkbox"/> | Write the Proposal and have it approved.   | Oct 22-26, 2007       |
| <input type="checkbox"/> | Write your Letter of Intent.   | Oct. 29- Nov. 2, 2007 |
| <input type="checkbox"/> | Choose and Contact Mentor<br>*Have completed Mentor Form<br>*Have completed Parent Permission Form   | Nov. 12-16, 2007      |
| <input type="checkbox"/> | Create your Senior Project Poster  | Nov. 19-30, 2007      |
| <input type="checkbox"/> | Submit <i>Sources</i> for Research Paper   | Dec. 17-21, 2007      |
| <input type="checkbox"/> | Submit Beginning of Project Portfolio<br>Show Progress Towards Project Completion  | Dec. 17-21, 2008      |
| <input type="checkbox"/> | Submit <i>Notes</i> for Research Paper   | Jan. 21-25, 2007      |
| <input type="checkbox"/> | Submit Research Paper for Grading<br><i>*Final Grades for Research Papers MAY be submitted during the 2<sup>nd</sup> Semester</i><br><i>*Papers may require re-writes based on content and format.</i> | Feb. 19-22, 2008      |
| <input type="checkbox"/> | Complete Project   | March 28, 2008        |
| <input type="checkbox"/> | Complete Project Portfolio   | April 7-11, 2008      |
| <input type="checkbox"/> | Practice/Sign off on Presentation  | April 14-25, 2008     |
| <input type="checkbox"/> | Senior Presentations   | TBA (May)             |
| <input type="checkbox"/> | Reflection Paper<br><i>*As assigned by teacher</i>   | May 26-30, 2008       |

# Chapter 1

## Introduction to Senior Project

A brief overview...

### *What is Senior Project?*

Senior Project is designed to provide you with the opportunity to apply all that you have learned in twelve years of school to a project which will challenge all of your abilities, stretch your limitations, and reward you immensely!

Senior Project consists of four major components: **the project, the paper, the portfolio and the presentation.** This handbook will guide you through the process. It includes most of the information and forms you will need to complete the project.

### The Project

The project is the core of the Senior Project experience. You will be choosing a project which **extends your learning, stretches your potential, and challenges your abilities.** What that may be is up to you. The goal is to choose an area of interest and act on it by finding or discovering something that you've never done or known before but always wanted to do or learn. Another option is to take something you know or can do but want to take to a new and more challenging level.

*For Example...* A possible project for someone who might be interested in a career in advertising would be to design an effective sustained advertising campaign around a societal problem such as teenage smoking—MORE than just a single poster or video recording on one commercial.

### The Paper

After you've decided upon a project, you will need to know more about controversial issues related to that topic. That's where the research paper comes in! Along with your teacher, you will select a research paper topic which will help you to learn more about whatever it is you've decided to do.

*For Example...* If you planned to design that advertising campaign, wouldn't it be helpful to know about the problem and what makes for effective advertising? You'd might want to write a research paper entitled *The Art of Advertising: What goes into an effective advertising campaign.*

### The Portfolio

Since much of the work on your Senior Project will be done outside of class, you will want to keep accurate records of the time you devoted, how much money you spent, where you went, who you talked to, what you learned, and so on. The portfolio is simply a place to keep all of that. Eventually, your portfolio will be examined by your Senior Board judges and graded for completeness and attention to detail.

## The Presentation

Finally, just before graduating you will present your project at Senior Boards, a few days of frazzled nerves, sweaty palms, and praise. You will make a formal presentation to a panel of judges including parents, teachers, your fellow students, and other community members. You will share with them all the work related to your project and paper, the process you followed, what you learned along the way, and your personal growth as a result of your ambitious effort. If you've chosen a project which really excites you and captures your interest, your enthusiasm will shine through to your Board, your parents, and your friends.

## *How will this project affect my grade?*

An excellent question! Various components of Senior Project are calculated in to be a significant percentage of your grade English 12. Further, this is a district requirement for ALL seniors. (Modifications are available only if specified in a student's IEP.) You cannot graduate without passing a senior project.

## *So how do I start?*

Read on! The rest of this manual will tell you (almost) everything you need to know about Senior Project.

## Chapter 2

### Getting Started

What to do and how to do it...

#### *How do I pick a project?*

Because Senior Project will be one of the most important assignments of your high school career, not to mention the fact that it will take up much of your time in the coming months, you need to consider your choice of project very carefully.

#### Pre-planning

Think about all of the things you are interested in—things you would like to fix, do, learn, understand, see, improve, create, experience, or own. Brainstorm your ideas as they come to you; don't edit yourself at this point. If you're into sailing and want to sail solo to Hawaii, write it down. You can always eliminate ideas later if they turn out to be not practical or too expensive. Narrow your ideas down to three or four ideas which are “do-able” and prioritize them. In deciding whether or not a particular project idea will work, take into consideration whether or not research information is available and whether the project is one which you can financially afford to undertake, will take you **at least fifteen hours** to complete, will maintain your interest for **eight months**, and will be approved by your parents. Also remember that in order to qualify as a Senior Project, your plan needs to be one which will **stretch your abilities and challenge your limitations**.

#### Minimum Requirements of the Project

Your project must...

- be a personal stretch and challenge
- take a minimum of fifteen hours outside of class time to complete,
- be approved by your teachers and by your parents,
- be individual—no group or collaboration projects,
- and, last but not least, be legal!

### Acceptable Paper Topics and Projects

#### ACCEPTABLE PROJECT EXAMPLES

These sample projects reflect *Stretch* and *Challenge*. Only finished projects reflecting quality will be accepted.

#### Controversial Issue Topics and Related Projects

- **Paper:** Advertising campaigns censorship and guidelines
  - **Project:** Design an effective sustained advertising campaign for a product.
- **Paper:** Global warming or pollution and their effects on tide pools
  - **Project:** Learn to scuba dive
- **Paper:** Appropriate educational facilities for the severely handicapped
  - **Project:** Coach a Special Olympics participant

- **Paper:** Effective strategies for teaching to various ethnic groups
  - **Project:** Design a lesson and work as a teacher’s aid for an elementary school teacher
- **Paper:** Industry standards and E-coli bacteria
  - **Project:** Test and monitor E-coli bacteria in local groundwater
- **Paper:** Modern school dress codes or uniforms
  - **Project:** Design and produce an authentic Elizabethan garment
- **Paper:** Prevention of alcohol abuse
  - **Project:** Design and implement a Red Ribbon campaign for an elementary school
- **Paper:** Effects of high-impact exercise
  - **Project:** Develop and choreograph a low-impact exercise program and teach a class

### ***UNACCEPTABLE PROJECTS***

These projects will cause problems and are not acceptable for your Senior Project.

- Weather dependent projects: landscaping a garden may be fun and productive, but what will you do when it rains every day from January to May? Sacramento weather is very unpredictable.
- Illegal activities.
- Dangerous activities.
- Group or collaboration projects: you may be reliable, but your friends and colleagues may let you down. No collaboration or joint projects will be allowed.
- Unfinished work: we know you mean well when you say you will write a novel, but turning in three chapters is not quality, finished work and will not be accepted.
- No stretch or challenge: building a dog-house, painting a room, baby-sitting your nephew, taking pictures of your friends and family, etc. demonstrate no effort. This is your opportunity to take a risk and do something worthwhile for yourself or your community.

### **Senior Project Interview- Seeking teacher approval for your project:**

Once you’re convinced you’ve got some workable possibilities, prepare for your Senior Project Interview. Before you can begin work on your project, you will need to get approval from your teacher. You will need to schedule a date and time to meet with your teacher. Important: Be sure to complete the “Senior Project Approval Form” (see the Appendix) before your scheduled appointment and take it with you when you go. At your interview you will be asked to explain how your choice of project will be a stretch and challenge for you; if your interviewer agrees, he or she will sign your form.

If your interviewer is in any way uncertain about your project, he/she may ask you to revise and/or elaborate on your project description prior to approving your project. Once your Senior Project Approval Form is signed, however, feel free to congratulate yourself; you’ve just taken the first step towards completing your Senior Project requirement. The original will go in your portfolio.

### ***Ok... NOW can I start working?***

Once your project has been approved, you’re officially committed to the project. You will not be allowed to change your project after the approval process is completed, so don’t pick something that you have no intention of completing – you’re stuck with it. You’ve got to make it work—that’s part of the learning experience. You’ve consulted several adults who all believe you can do this, so go on—DO IT!

## ***The Letter of Intent***

You'll put down all of your Senior Project intentions in a Letter of Intent (see sample in the Appendix) addressed to your Senior English teacher. This letter is your formal commitment to follow through with what you said you would do. Your Letter of Intent is your personal word that you will complete the project you started. You will need to explain all aspects of your Senior Project: **your background, your paper topic, your project, who's helping you, how much time you plan to spend, how much money it will cost, what resources you will use, and so on.** This will become one of the centerpieces of your portfolio, something for you to reflect back upon after you complete your project and see how far you've come. Not only will you be impressed by what you've accomplished, but your Senior Board will be as well! You'll use the standard business letter format. The Letter of Intent should also include an analysis of your research essay **explaining which issue you want to study and why, what you know about it, why you think it is a problem, and what you think could be done about it.** Please follow the outline below.

### **Content for Letter of Intent**

#### ***Which issue do you want to study?***

Explain which issue you want to study (be specific), and explain what you know about the issue and why it is a problem. Imagine that your reader does not know much about the issue, and you are explaining what this issue is all about and why it is important.

#### ***Why did you choose this issue?***

Explain why you chose this issue. Does it affect you, your community, or people you care about? Does it affect a lot of people? For each reason, make sure you give a complete explanation of why it made you chose the issue.

Explain how the issue for your research paper is tied to your project. Where do the topics overlap? How might the research expand or change your outlook on your topic?

#### ***What is your project?***

Explain what your project will be; cover any obstacles, or challenges you think might come up against. What might make it hard for you to succeed? What worries you about this project? Finally, explain how this project will **extends your learning, stretches your potential, and challenges your abilities** and how it will fulfill the **15 hour requirement.**

### **Commitment Poster:**

Every senior is required to complete a Senior Project commitment poster. Posters should be completed on a piece of 18" x 24" paper (your teacher can get paper this size from the front office.) Your poster will hang in the fountain hallway and it can serve as a nice visual aid during your presentation. Make a high quality poster that you can be proud of! Your teachers will grade you on clarity of lettering, topic identification, neatness, and creativity. Your posters should grab the attention of the viewer, it should be interesting and colorful. The topic of the project and your name should appear on the front of your poster.

### ***Do I need my parents'/guardians' permission?***

Yes, regardless of your age, you must have parent/guardian permission for your Senior Project selection.

### **The Parent Permission Form**

It's not only important, but it's required that your parents know about Senior Project, what you're planning on doing, and how important it is to your graduation. We'd hate for there to

be any surprises when June rolls around. Get your parents to sign-off on your project BEFORE you start to work on it. Use the “Parent Permission Form” (see the Appendix). Your teacher will give you the due date. Once you turn it in, this becomes another permanent part of your portfolio—see how easy this is!

*But if I’ve never done this before, I’m going to need help! Right?*

Right. That’s where your project advisor and your mentor come in.

### **Project Advisor**

Your English teacher will serve as your on-campus project advisor. As outlined above, he or she will discuss with you the practicality of your project and verify your progress and your project completion at the end of April. This person will guide you through each step of your Senior Project process—your advisor is your on-campus resource for basic questions, general guidance, and project verification. If your project has not been completed and verified prior to Senior Boards, you will not be allowed to present it to your Senior Board panel, and you may not be allowed to participate in end-of-the-year senior activities.

### **The Outside Mentor**

Your Outside Mentor will be **someone from the community** who will assist you with the completion of your project. Your Outside Mentor should be someone you seek out because of his or her expertise in the field of study in which your Senior Project lies. **While in some rare circumstances teachers may allow this to be your parent or another relative, you are encouraged to seek out someone outside of your family** and involve them in the excitement of your project. An Outside Mentor is someone who can give you advice, answer specific questions, and verify the hours you commit to working on your project; however, your Outside Mentor does NOT have to be present whenever you work on your project. Think of him/her as a reference, a troubleshooter, a guide. Make sure you pick someone dependable whom you can count on to be there when you need help. You will also need to include a signed Outside Mentor Agreement Form (see Appendix B) in your portfolio. When you finish your project, your Outside Mentor will co-sign the Project Verification Form (see Appendix B) as well.

### **Due dates:**

While a timeline has been provided, your English teacher will determine final due dates for all these forms. It’s crucial that you keep your portfolio up to date. Remember, your portfolio will be graded, but more importantly, if you don’t have all the forms in order, your whole project might not be valid, and you’ll run the risk of not participating in graduation activities! Make sure to get things signed and turned in on time!

# Chapter 3

## The Research Paper

### How writing gets done...

The Research Paper is a paper of at least 6 pages that proves your issue has multiple viewpoints and presents an argument and counter argument. You must use data from your research and survey and discuss the issue by advocating one position and addressing the concerns of the opposing position. Try your best to convince others to agree with your point of view— especially others who do not already share your opinion.

### *I don't know what to write about!*

Once you've gotten your project approved, it's time to start thinking about that research paper. Deciding what to write about may not be as easy as it might seem, so you'll be getting some help from your English teacher.

### The Paper Topic

The process for selecting a topic will be outlined for you by your teacher. Whether your teacher sits you down for an individual conference or asks you to present your approved project to the class and ask them for paper topic suggestions, pay close attention to this process so you can choose a topic that is both controversial and related to your project. Once you have decided on a topic, you will write your Letter of Intent. Following your submission of your Letter of Intent, you will be given a copy of your signed Letter of Intent Approval Form. If the topic is approved, you are ready to begin your research; if your teacher does NOT approve the topic, he/she will give you further instruction or help to refine, expand or change your topic. You will then re-submit a Letter Of Intent and have it approved. *You must have an approved Letter Of Intent before you begin your research and project.*

### Minimum Requirements of the Paper

Your paper must...

- be typed or word processed,
- be a minimum of six pages,
- use a minimum of **five sources** (no encyclopedias or wikipedia)
- use **no more than two online resources** (unless “full text”, meaning source appears elsewhere in print). Articles found on the Web must have a clearly identified author or place of publication to count as one on-line source and must be a recognized authority in the field.
- be properly formatted with one-inch margins, double spacing, and ten- or twelve-point standard font
- use accurate MLA parenthetical references
- Include a Works Cited page using correct MLA format
- have a cover page which identifies the student, date, class, and English instructor
- be firmly bound with a single staple or a simple cover,
- and, finally, use charts and graphs when appropriate, but **DO NOT** use clip-art and drawings merely for the sake of decoration.

## ***Doing the Research:***

Description: You must develop 5-10 research questions, find at least 5 sources, and take at least 50 notes from your sources to answer your research questions. Please follow the specific guidelines below.

### **Research Questions:**

You have two goals with your research:

1. Prove that your issue is actually arguable (this means that there must be opposing view points concerning the topic).
2. Prove that your view point is the most logical stance (some people may have other views, opinions or concerns and you need to address those concerns to prove your point.)

You need to develop 5-10 good research questions. The answers to these questions should prove that your issue is controversial and that your proposed view point is the best one.

### **Sample Research Questions on Small Schools**

1. Do students in small schools learn more than students in large schools?
2. Are small schools safer than large schools?
3. Are students in small schools happier than students in large schools?
4. Would it cost the same to have smaller schools?
5. Are there examples of successful small schools in other cities?

### **Sources**

- You need to find at least 5 sources that provide good answers to your research questions.
- Your sources must include:
  - **at least one printed source (book, newspaper or magazine article, etc.)**
  - **at least one web site**
  - **at least one interview with an expert**
- Your sources must be relevant (related to the topic you are studying) and valid (based on true, real-life facts).
- Also remember that the author's point of view may affect the information you find in a source. For each source, you must fill out a source sheet/card, which includes all identifying information about the source (including title, author, publisher, date of publication, and place of publication).

### **Taking Notes**

- Once you have found sources, you should take notes. Remember, your goal when taking notes is to answer your research questions.
- You should take notes on the note taking sheets provided, cards or use a method outlined by your English teacher. Each note-taking sheet should be used for only one of your research questions. Each note must include an answer (or part of an answer) to the research question, as well as information about which source you found the answer in. You should have at least 50 notes/cards, but more important than the number of notes you have is whether you answered your research questions.

**Note-Taking Sheet** (Optional: as per teacher direction: cards can be submitted instead, but should cover approximately the same information.)

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Research Question For This Page of Notes:

5 Answers to the Research Question Source (and page number, if appropriate)

-  
-  
-  
-  
-

Source Sheet

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

\*\* You must fill out a source sheet like this one for each source you use. \*\*

Type of source (check one):

book  web site  interview with an expert  magazine article  
 newspaper article  other: \_\_\_\_\_

Title (name) of the source:

- If newspaper or magazine article, put the title or headline of the article.
- If website, put the title that appears at the top of the web page.
- If interview, put "Interview."

Author (writer) of the source:

- If website, only put the author if you can find a person's name.
- If interview, put the name of the person you interviewed.

Publisher of the source:

- If book, put the name of the company that printed the book.
- If newspaper or magazine, put the name of the newspaper or magazine.
- If website, put the name of the company or organization that published the website (if you can find it).
- If interview, leave blank.

Place of publication:

- If book, put the city the book was printed in.
- If newspaper or magazine, put the city the newspaper or magazine was printed in.
- If website, put the web address here (http:// . . .).
- If interview, leave blank.

Date of publication:

- If book, put the year of publication.
- If newspaper or magazine, put the date of publication.
- If website, put the date you looked at it.
- If interview, put the date of the interview.

## Sample Note Taking Cards

Each card should show the source on one side of the card, and only one specific quote or piece of data or information on the other side of the card. A sample card is below.

### **Front Side**

*The full bibliographic source of the information to be used in the Works Cited page*

1A
Franklin, Benjamin. "Information to Those Who Would Remove to America." . <i>The Founders' Constitution</i> . Ed. Philip B. Kurland and Ralph Lerner. Chicago: University of Chicago Press, 1987. <a href="#">1:531-34</a> .

*\*Note: There is a "1A" mark at the top. This allows the student to use the same source more than once. His/her next card can simply be "1B" and he/she doesn't have to rewrite all the bibliographic information. He/she can just look back to the "1A" card.*

### **Back Side**

*Should include only one quote or piece of information and be COMPLETELY accurate when using quotation marks.*

“Much less is it adviseable for a Person to go thither, who has no other Quality to recommend him but his Birth. In Europe it has indeed its Value; but it is a Commodity that cannot be carried to a worse Market than that of America, where people do not inquire concerning a Stranger, <i>What is he?</i> but, <i>What can he do?</i> ”
--

*\*Note: You should only use one piece of information per card. This allows you to sort the cards more easily when you are organizing your arguments and supporting facts and examples for your research paper. In addition, if you use quotation marks the citation must be written out EXACTLY as shown in print.*

*\*Finally, if you are using ANY idea or information from another source, even if you paraphrase it, you must cite the information or you will be plagiarizing. That is why the correct information on the front of the card is so important.*

## *Writing your Research Paper:*

### **Outline for Research Paper**

You should start your paper with a hook, and then lead your reader from your hook into your thesis. This should take a few paragraphs.

- 1. Hook.** In your first paragraph or two, you should hook the reader's attention with a creative story, statement, quote, or question – something that introduces the reader to the topic in an interesting way. Since you want to draw in readers who do not agree with you, it is usually best if you do not indicate your opinion in the hook. Instead, use the hook to identify a problem or idea that almost everyone agrees with, and then, once you have the reader's attention, lead him or her into your thesis.
- 2. Thesis.** Your thesis is the main point you are trying to prove in your opinion essay. It should be clear, specific, and understandable. It should also be arguable; if no one disagrees with you, then you've chosen a boring thesis, and it is not truly an essay covering an arguable viewpoint. The hook should flow naturally into your thesis.

After you state your thesis, you should take a few paragraphs to address the strongest argument against your thesis.

- 3. Opposing Argument.** Make a list of the opposing arguments, and choose the strongest one to address in your essay. There are two main ways to deal with an opposing argument: (1) concede, or admit that it's true; or (2) rebut, or explain why it's wrong. It may seem strange to admit that your opponents are right, but this strategy can actually disarm readers who do not agree with you; it makes you look reasonable and makes opponents more likely to listen to you. Only concede a strong argument that is not worth arguing against. Otherwise, rebut the argument by showing how it is wrong.

Now you are ready to write the body of your essay. You will choose 3 or more good arguments that support your thesis and write a few paragraphs on each. Save the best argument for last.

- 4. Supporting Arguments.** After you have dealt with the strongest opposing argument, you should begin to build the case to support your thesis. You should make a list of all the supporting arguments you can think of and then rank them from strongest to weakest. Choose the strongest ones (at least 3) to use in your essay. Save the strongest argument for last because the reader will remember the final argument longer and a strong ending makes it harder to disagree with you. Explain each argument in a paragraph or two. Make sure you use facts and examples from your research or your surveys to support each argument. Once you have made a convincing case in support of your thesis, you should conclude your essay by restating the thesis and leaving the reader with a little something extra.
- 5. Conclusion.** To end your Research Paper, restate the thesis (using different words), and then leave the reader with a little something extra: a call to action, a vision of the future, a connection back to the hook, food for thought, etc.

## ***Outline Worksheet for Research Paper Draft***

My Name:

- My topic:
- My hook (write ideas below):
  
- My thesis:
  
- Opposing arguments (rank them from best to worst):
  - \_\_\_ Counter Argument
    - Rebuttal/concession
  - \_\_\_ Counter Argument
    - Rebuttal/concession
  - \_\_\_ Counter Argument
    - Rebuttal/concession

[Circle the one opposing argument you plan to deal with in your essay. Will you concede it or rebut it? How? (explain in the space below) ]

- My supporting arguments (rank them from best to worst):
  - \_\_\_ Argument
    - Facts/examples
  - \_\_\_ Argument
    - Facts/examples
  - \_\_\_ Argument
    - Facts/examples
  - \_\_\_ Argument
    - Facts/examples

(Circle the supporting arguments above that you plan to use in your essay.)

- My conclusion:  
How will you restate your thesis (in different words) in your conclusion?

What is the “little something extra” you will leave the reader with at the end of your essay?

## Chapter 4

### The Portfolio

#### *What's this! I have to do a portfolio too?*

Your Senior Project Portfolio is simply a collection of all the forms, documentation, and evidence you've collected, neatly packaged in a simple binder not to exceed 1/2 inch in thickness) for your Senior Board judges—just to let them see how much effort you've put into Senior Project.

#### The Portfolio

Your Senior Project Portfolio documents the entire Senior Project process, from start to finish. It justifies your stretch and challenge and lets the judges get to know a little about you and what you learned before they judge your presentation. Since this is the first impression the judges will have of you and your project, you want to make sure it's a good one and you want it to look professional. You know what they say about first impressions...

#### Minimum Requirements of the Portfolio

Your portfolio must include...

- Cover Page, typed
- Letter of Introductions to Judges
- Table of Contents
- Senior Project Approval Form
- Parent Permission Form
- Outside Mentor Agreement Form
- Outside Mentor Evaluation Form
- Letter of Intent
- Letters and other communications relevant to the Senior Project
- Community Survey, if applicable
- Research Notes/Cards
- Clean Copy of Research Paper
- Project log (15 hr. minimum)
- Presentation Notes or Information
- Reflection Paper

## Chapter 5

### *The Project:*

#### **Description:**

This phase of the Senior Project is actually the part where you do *The Project!* Every student must develop and implement a “hands-on” experience under the supervision and guidance of a mentor. There must be some relationship between your research paper and the project. Your project will usually fall into one of several categories including community service, career related, and or special interest/hobby. The possibilities of available projects to choose are endless!

**Students must choose a project that is a challenge to them. We want students to “stretch” their comfort zone and choose a project that will cause them to grow.** Also, we will not approve projects that present safety concerns. The project you choose should be ambitious and worthy of a senior project.

**Your project should require at least 15 hours of work outside of regular class time.** Use the Log form provided in appendix B, you should record the exact hours you spend working on your action, and get an adult to sign off on each piece of your work. (If you meet with someone, get them to sign your form.)

### *How Do I Prove That I Did All the Work?*

#### The Project Log:

As you are working on your project, you will be expected to keep a project log (see Appendix B). You should have a log entry for each time you do anything having to do with your project. Your log should begin and end with the date and actual time (hours, minutes) spent on the project on that occasion. Include in your log not only a description of what you did, but a reflection on the successes and failures, frustrations and victories you met along the way. In other words, your log should be a log not just of time and work done, but of feelings, emotions, and reactions as well. A log entry could cover as little as a short phone call to arrange an interview, or as much as a day spent white water rafting on the American River (if such an activity is related to your project of course!) The log will help your Senior Board Panel to better evaluate your project. Your log will ultimately be included in your portfolio also.

# Chapter 6

## The Presentation

### The final step...

You have completed your 15 hours (or more) towards your Senior Project requirement. You have researched a related topic and written a research paper. You have compiled a professional portfolio that includes all required elements as outlined in your Senior Project Handbook. And now, you are ready to celebrate your accomplishments and share your discoveries.

The culminating activity for your Senior Project will be your Oral Presentation. This presentation will be eight to eleven minutes in length with a four-five minute question and answer period. You should plan to be rehearsed and professional in your manner, dress, and appearance. This is your last big performance of your high school career; shouldn't it also be your best? But not to worry, you will have multiple opportunities to practice your presentation and hone and refine your presentation skills in your English class.

#### Oral Presentation Directions:

Prepare an **8-11 minute speech** which does the following:

- Captures the attention of the audience and introduces the purpose of your presentation
- Explains the process you went through to complete your project
- Addresses the stretch and challenge of your project
- Describes any problems you encountered and details the ways you dealt with them
- Identifies concepts or skills you learned
- Establishes the connection between the research paper and the project
- Reflects on any changes that you would make if you were to do your project again
- Discusses ways that your educational experience at McClatchy High School prepared you for this project
- Concludes with either a statement of the value of the project or a speculation that brings the speech to a satisfying close
- Include a visual and/or audio aid to provide physical evidence of your accomplishments  
Video clips should be limited to no more than 2 minutes.

In addition to the preceding content elements, you must be aware of essential delivery components; Eye contact, body composure, vocal expression, volume, appearance, and an audio/visual aid are all important aspects of a successful presentation.

Presentation rooms will be furnished with a TV/VCR unit and an overhead projector. Students who plan to do PowerPoint presentation must notify their Senior Project teacher **No Later Than April 25th** in order to have a lap top computer and video projector available for their presentation. Students who wish to use a PowerPoint presentation **MUST** make arrangements for having their presentation available in a PC compatible format at least 72 hours in advance of their presentation date and time.

Students should be prepared to answer questions from the judges for approximately four minutes. Points will be deducted for speeches under 8 minutes; speeches will be halted after 11 minutes.

# The APPENDIX

## The Nuts and Bolts

Models, forms and stuff...

*OK, so where do I get the samples and forms?*

You will be given the forms you need once—all at once—when you are given this manual. If you lose it, you'll need to copy a friend's. On the following pages, you will find each form that you will need. Here's a list of what you'll find in this Appendix:

- 1) Senior Project Idea Page
- 2) Senior Project Approval Form
- 3) Model of the Project Proposal
- 4) Sample Letter of Intent
- 5) Letter of Intent Approval Form
- 6) Parent Permission Form
- 7) Outside Mentor Letter
- 8) Outside Mentor Agreement Form
- 9) Outside Mentor Project Evaluation Form
- 10) Project Log Model
- 11) Project Log Form
- 12) Presentation Evaluation Form
- 13) Portfolio Evaluation Form
- 14) Senior Project Research Paper Rubric
- 15) Senior Project Computer Access Request Form

Name \_\_\_\_\_ Period \_\_\_\_\_

### Senior Project Idea Page

Directions: Look at your Senior Project Idea List. For each idea, map out what you *could* do your project on and what you *could* do your paper on. Remember that these are just ideas and you are not committing yourself to any of these. Some examples have been provided for you.

Examples:

- If I chose the topic of **rowing**, my project could be to **take a “learn to row” class.** My paper could focus on **women in competitive sports.**
- If I chose the topic of **pollution**, my project could be **to create a public service campaign focusing on encouraging people to carpool.** My paper could focus on **alternative fuel vehicles.**
- If I chose the topic of **snowboarding & video production**, my project could be to **make a snowboarding video.** My paper could focus on the **cultural history of snowboarding.**
- If I chose the topic of fashion, my project could be to make my senior prom dress or to shadow a fashion designer. My paper could focus on **the creator of Kate Spade fashions.**

1. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_  
\_\_\_\_\_.

2. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_  
\_\_\_\_\_.

3. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_  
\_\_\_\_\_.

4. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_

5. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_

6. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_

7. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_

8. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_

9. If I chose the topic of \_\_\_\_\_,  
my project could be \_\_\_\_\_

My paper could focus on \_\_\_\_\_



## MODEL OF PROJECT PROPOSAL

The following examples will show you the kind of details to include in your Senior Project Approval Form. You will notice that the “not acceptable” proposal lacks significant information, while the “acceptable” proposal reflects careful thought and consideration of the stretch and challenge required.

### NOT ACCEPTABLE

*I want to learn how to play the banjo but I don't know how. I can play piano, and I can read music. My goal is to play a complete song for my Senior Boards in May.*

### ACCEPTABLE: GOOD PROJECT PROPOSAL

*Music has always been a passion of mine. I have had three years of piano lessons, I am currently a member of the concert choir, and I am a devoted fan of Zydeco and Dixieland music. Even though music is a major part of my life, I have never learned to play a stringed instrument, and that is why I have decided to learn to play the banjo. My uncle, who lives in Davis, is an accomplished guitar/banjo musician, and he has agreed to loan me a banjo and give me lessons on Saturday mornings for the remainder of the year. Fortunately, I do know how to read music, so learning the banjo would not be an impossible task. However, it would be a stretch and challenge because my experience with musical instruments is limited to piano. My goal for my Senior Board presentation in May is to play a complete song with the correct beat and cadence.*

Be sure to include the following components in your Project Proposal:

What?	How often?	Where?
Why?	Who?	To what degree?

## SAMPLE LETTER OF INTENT

October 29, 2007

1044 14<sup>th</sup> Street  
Sacramento, Ca. 95818

Mr. Hardin  
C. K. McClatchy High School  
3066 Freeport Blvd.  
Sacramento, Ca. 95818

Dear Mr. Hardin:

In America, education is a right rather than a privilege. In some ways this is a good thing and in some ways it is not. Because education is a right, Americans tend to view teachers and their own education with less respect and reverence. Further, some students feel less involved in their school community. Often our minority students are underrepresented at school, in the teaching staff, administration and school body itself. My Senior Project will focus on the educational strategies used in this country to address the needs of our minority students. Education and teaching are very interesting to me, and I have several relatives who have struggled with education in the United States. I come from an immigrant family, and am concerned about the achievement rates of Latino students. I have helped some of my younger siblings and cousins with their homework and to learn to read. I have discovered that I enjoy working with young people, teaching them new skills, and believe that I would enjoy a career in education. Therefore, my project will be to shadow an elementary teacher for 2 days, and then create and present a lesson plan to an elementary class.

My research paper will focus on instructional practices in American schools, and what is being done to help the Latino students. I am specifically interested in how schools are closing the “Achievement Gap” between white students and Latino and African-American students. It will be interesting to explore what programs are being used in various schools and why. Further, it will help me in the future to discover which programs seem the most successful and why different strategies are used in different places. Depending on the amount of research I am able to find, I may also research specific reading strategies for second language learners.

There are many controversies surrounding the “Achievement Gap.” Some people feel that the problem rests with the students, others with the teachers or school system. As a Latina, I believe there is more that should be done to support the minority students in America’s schools. I believe that all children want to learn, and therefore, think that schools must be changed to better teach to minority students. I don’t believe that somehow Latino or African-American students are not as intelligent or motivated as other students. This research should help me as with my project because I want to become a teacher and be able to effectively teach the minority students in the elementary class that I will be instructing.

This senior project will be a stretch for me because I have never taught a formal class before. While I have helped my younger brother and sister on homework projects, and helped my cousins by reading to them, or working on math problems, I have never stood before a class of students and presented a lesson. I also believe that there will be many aspects of planning the lesson that will be new to me. I will have to decide what to teach, how to teach it, and what to give for homework.

Then I will have to grade the work, which I have never done before either. Finally, as I shadow the teacher for two days, I believe that I will come to understand elements of teaching that I did not see as just a student. I hope to be able to have a clearer vision of whether or not I want to become a teacher.

This project will require me to make a commitment not only of time but of excellence. To begin with, I will be shadowing the elementary teacher for two days. This will include approximately 15 hours of work alone. Then, I will need to consult with Ms. Hernandez, my mentor, about how to plan the lesson. I know that I will have to create some work based on the books the students are reading. I will have to consider what questions to ask, and if I want to include some special game or activity. Finally, I will need to decide what the students should do for homework, or to be tested on their work. I want to make sure that I present an outstanding lesson to these students so that they learn new skills and come away inspired to work harder!

I am sure that the planning and creating of worksheets will take 2-3 hours. Next I will need to present the lesson. I hope to present an hour long lesson to the class. Finally, I will need to grade their work, and write comments for the students. This should take another hour. In total, the project should include at least 20 hours; however, I know that there will also be many questions I will have to ask Ms. Hernandez even before I shadow her for the day. If my school schedule permits, I may also try to do some tutoring in her class so that I can know the students better.

I am hoping that the costs of the project will be minimal. I may need to use some paper for worksheets or perhaps poster board to create a game for the students. These costs should be under \$10.00. If I have the students do any type of art work or project, Ms. Hernandez informed me that she already has materials in her classroom. For my presentation, I would like to create a Power Point Presentation. To create the Power Point I will be taking pictures of my lesson and the students. I already have a digital video camera, and can download the video and pictures directly to my computer. Therefore, there should be no additional cost for the presentation. Finally, my Project Binder will include the cost of the binder, paper and plastic cover sheets. This should also come to less than \$10.00, so the overall cost of the project should be less than \$20.00.

I am excited to be able to participate in a project that will allow me to explore my career options. Further, as a Latina, I want to help my community to excel both in education and in life. As a teacher, I believe that I can achieve both.

Sincerely,

Maria Lopez

## LETTER OF INTENT APPROVAL FORM

Student: \_\_\_\_\_ Student #: \_\_\_\_\_

English Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

**Yes    Somewhat    No**

                 The senior project is clearly defined, including a statement explaining the nature of the project in the introductory paragraph.

                 The Letter of Intent includes a description of the students' background, paper topic, project and who will be helping the student.

                 The Letter of Intent clearly identifies the controversial issue to be covered in the research paper. The student clearly explains the issue, what the student already knows about the issue and why there are opposing viewpoints.

                 The Letter of Intent clearly identifies how the proposed research is related to the students' senior project.

                 **The Letter of Intent includes a strong argument describing how this senior project is a challenge or stretch.** The project clearly goes beyond the normal activities the student might be involved in during the school year.

                 The Letter of Intent includes a clear description of the time involved in the project and demonstrates that the time commitment will meet the 15 hour minimum required of the project.

                 The Letter of Intent includes a complete list and cost of the materials to be used for the creation of the product and the presentation of the project.

                 The sentence structure is correct.

                 The proposal is essentially free of mechanical errors.

**Approved**       **Rewrite**

Teacher (signature): \_\_\_\_\_ (printed): \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Parent Permission Form**

Student's Name \_\_\_\_\_

Parent's Name \_\_\_\_\_

Address \_\_\_\_\_

Parent's Phone Home \_\_\_\_\_ Work \_\_\_\_\_

As a parent/guardian of \_\_\_\_\_, a senior at C. K. McClatchy High School, I am aware that my son/daughter must participate in senior project activities. The various components of Senior Project will be factored into the grades for the Fall and Spring Senior English class, a course required for graduation from McClatchy High School.

I further understand that failure to complete Senior Project, including a Senior Boards presentation, may result in the loss of participation in end-of-year senior activities such as Senior Picnic, Senior Breakfast, graduation, etc. The Sacramento Unified School District has instituted senior projects as a graduation requirement for ALL seniors; therefore, for students in the graduating Class of 2008, failure to complete the Senior Project will result in my son/daughter not graduating with his or her class.

For the project, my son/daughter has chosen to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

He/she has my permission to complete this project, and I agree to release C. K. McClatchy High School, the Sacramento City Unified School District, and its employees from all claims arising from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen. My son/daughter has chosen \_\_\_\_\_ to be his/her Outside Mentor for Senior Project. The above named Mentor has agreed to the responsibilities outlined in the Outside Mentor Agreement form and letter.

I hereby  DO  DO NOT (check one) authorize my son/daughter to meet his/her Outside Mentor off-campus for the purpose of working on Senior Project.

Parent/Guardian Signature: \_\_\_\_\_

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

**Outside Mentor Letter**

Students should deliver this letter to their Outside Mentor. Any questions regarding the Outside Mentor's role may be addressed to the Senior Project teacher.

Dear Senior Project Mentor:

Seniors at C. K. McClatchy High School are required to complete a Senior Project prior to graduating. Senior Project is comprised of four components: a project, a paper, a portfolio, and a presentation. The purpose of Senior Project is to challenge students to expand their horizons, stretch and challenge their abilities, and showcase their achievements.

This fall they began this process by selecting a project and having it approved. Because they have chosen a project which will require them to take a topic further than they have ever done before, an essential component in their success is an Outside Mentor – an adult who has experience or knowledge in the student's chosen field of study. Mentors may be teachers, community members, or business professional who are willing to guide students through each phase or project completion. In this role, mentors are asked to assist, encourage, and support the student in completing the project, gaining information for the paper, and planning the oral presentation. Mentors serve in an advisory capacity only. It is the student who is responsible for completing required work. Additionally, mentors assist in verifying the progress of a project at various checkpoints during the year.

A Senior Project Mentor's commitment of time will vary depending upon the complexity of the student's project. Since there is no specific amount of time that a student will be required to spend with his/her mentor, the mentor and student will establish a meeting schedule. Meetings between the mentor and the student must occur on the school campus or by phone, unless written permission is given by the student's parents to allow meetings off campus. If meetings are off campus, parents or credentialed staff must accompany students during the meetings at all times.

Thank you for taking the time to share your experience and expertise with our students. Senior Project depends upon the generosity of people like you.

Sincerely,

Ms. Jerry Crosby, Assistant Principal  
C. K. McClatchy High School  
Senior Project Committee

**Outside Mentor Agreement Form**

Student's Name \_\_\_\_\_

Mentor's Name \_\_\_\_\_

Address \_\_\_\_\_

Mentor's Phone Home \_\_\_\_\_ Work \_\_\_\_\_

I, the undersigned, have met with the above named student and have discussed his/her plans for the Senior Project at C. K. McClatchy High School. I acknowledge that the student will work on his/her project over the course of the 2007-08 school year and that I will offer assistance in completing the project phase of McClatchy High School's Senior Project during that time.

I understand that I will be a resource and consultant for the student and will be asked to verify the student's progress and hours spent. I also understand that Senior Project is the sole responsibility of the student and that I am not to complete the project for the student.

I understand that I will work with the student only by phone or on site at McClatchy High School unless given express written permission by the parents of the student to meet off campus. If meetings are off campus, parents or credentialed staff must accompany the students during the meetings at all times.

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

*Thank you for your support of C. K. McClatchy High School. You are cordially invited to participate as a judge of Senior Board during the presentation phase of Senior Project in late May.*

NOTE: If you are interested in judging Senior Boards, please contact Ms. Crosby at McClatchy (264-4401, ext. 1003)

**Outside Mentor Project Evaluation Form**

Student Name \_\_\_\_\_

Outside Mentor Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Daytime Phone \_\_\_\_\_

On-Campus Advisor Name (please print) \_\_\_\_\_

Project \_\_\_\_\_

**To the Outside Mentor:** You have been chosen to verify this student's efforts on his/her Senior Project. Since most of the time spent on the project phase of this assignment has been out of class, verification of the student's efforts is necessary before he/she will be allowed to present to their Senior Board. Please answer the following questions to help us evaluate his/her project. Please keep in mind that this student's research paper is not yet due and that this form refers only to the physical project. Please feel free to attach additional paper as needed.

And, thank you for your cooperation and your support of \_\_\_\_\_  
Student Name  
at C. K. McClatchy High School with their Senior Project. It is greatly appreciated.

1. Can you verify that he/she spent at least 15 hours creating this project?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

2. Have you seen this project at different stages of completion, not just the final phase?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

3. What specific problems did this student encounter and overcome?

4. What successes have you seen this student achieve?

Outside Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Project Log Form Model** (use this format for your logs)

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Research Project \_\_\_\_\_

Project Topic \_\_\_\_\_

Mentor: Name \_\_\_\_\_ Telephone \_\_\_\_\_

Directions: Your log should include what you have accomplished and the time you spent each day completing it (i.e. writing, designing, constructing, planning, taking classes or lessons, contacting sources, volunteering, etc.). You should also reflect on what you did and what you learned. Your commentary will help you remember what you did and what you thought when you begin to prepare for your presentation. This is your place to show all your effort, hard work, and progress on your project.

Sample Log

Date & Time	Activity & Commentary
<p>Thursday, 2/7/08 1 &amp; 1/2 hours</p>	<p>Activity: Went to Phoenix Print &amp; Image Graphic Design on Laguna Blvd. to talk to Mr. Russel about designs for my poster advertising my project</p> <p>Commentary: The cost for printing the poster was more than I had planned due to the size of the poster and the four colors I had planned to use. However, I don't want to compromise my design, and my parents have agreed to the additional cost. Mr. Warren explained that I could economize a little if I were to use two colors instead of the original four, so it's back to the drawing board!</p>
<p>Monday, 2/11/08 1 hour</p>	<p>Activity: Went back to Phoenix Print with my new poster designs. Mr. Warren liked my revisions and said this design would be more sophisticated.</p>
<p>Total time this page: 2 &amp; 1/2 hours</p>	<p>Commentary: I'm so glad I revised my design; it looks so much more stylish with the two colors . . . . .</p>

**Project Log Form** (copy as many second sheets as necessary)

Name \_\_\_\_\_ Dates \_\_\_\_\_

Date & Time	Activity & Commentary
Total time this page:	

## **Senior Project Presentation Evaluation Form**

Name \_\_\_\_\_ Project \_\_\_\_\_

Judge's Total \_\_\_\_\_

**Directions:** Score is based on 5(10) = Excellent; 4(8) = Above Average; 3(6) = Average; 2(4) = Below average; 1(2) = Failing. You will lose 5 pts. from the total for each minute under the 8 minute minimum.

### **AREA I: CONTENT**

1. Introduction: stated or implied purpose of presentation with attention hook	5	4	3	2	1
2. Body of Speech Main idea and points supported by accurate and appropriate details. Transitions enhance logical flow of presentation.	5	4	3	2	1
3. Conclusion: summary of ideas or appropriate wrap-up or closure	5	4	3	2	1
4. Explanation of paper topic and connection to project.	5	4	3	2	1
5. Explanation of process, learning, problems encountered, changes made, and how high school prepared you for the project.	5	4	3	2	1

### **AREA II: DELIVERY**

1. Eye contact (not reading notes, surveys room); Body composure (poise, gestures, posture)	5	4	3	2	1
2. Voice/vocal expression (rate/volume, pacing, inflection, enthusiasm)	5	4	3	2	1
3. Language usage (appropriate word choice, style, no slang)	5	4	3	2	1
4. Dress/appearance	5	4	3	2	1
5. Audio and/or visual aids	5	4	3	2	1

### **AREA III: PROJECT**

1. Evidence of Stretch and challenge	10	8	6	4	2
2. Evidence of project process	10	8	6	4	2
3. Evidence of project fulfillment	10	8	6	4	2
4. Evidence of learning	10	8	6	4	2
5. Overall quality of the project	10	8	6	4	2

**Portfolio Evaluation Form:**

Students: Complete this section:

Student Name \_\_\_\_\_ ID Number \_\_\_\_\_

Senior Project Teacher \_\_\_\_\_ Project Topic \_\_\_\_\_

Dates must correspond to due dates; letters, logs, and forms must be signed and dated to be valid.

	Poor	Average	Good
Cover Page, typed	_____	_____	_____
Table of Contents	_____	_____	_____
Senior Project Approval Form	_____	_____	_____
Parent Permission Form	_____	_____	_____
Outside Mentor Agreement Form	_____	_____	_____
Outside Mentor Evaluation Form	_____	_____	_____
Letter of Intent	_____	_____	_____
Letters and other communications	_____	_____	_____
Clean Copy of Research Paper	_____	_____	_____
Project Log (15 hour minimum)	_____	_____	_____
Contents Organization	_____	_____	_____
			Total _____

## **Senior Project Research Paper Rubric**

Before papers can be evaluated, they must have:

1. Minimum of 6 pages, 6 parenthetical references, 1 per paragraph
2. All sources documented
3. Correct pagination (1/2 inch header from the top of the page and correct 1" margins
4. Title page and works cited page
5. Times New Roman, 10/12 point Font. (Hard copies only; Discs are unacceptable.)

### **A / Superior**

- a. \_\_\_ addresses the topic clearly and responds effectively to all aspects of the writing task
- b. \_\_\_ demonstrates a thorough critical understanding of the topic(s) in developing an insightful investigation
- c. \_\_\_ explores the issues thoughtfully and in depth, explaining both the writer's viewpoint and opposing viewpoints
- d. \_\_\_ is coherently organized and developed; ideas supported by effective explanations and discussion
- e. \_\_\_ has an effective, fluent style marked by varied sentence structure and a clear command of language
- f. \_\_\_ is generally free from errors in grammar and punctuation

### **B / Strong**

- a. \_\_\_ addresses the topic clearly, but may respond to some aspects of the task more effectively than others
- b. \_\_\_ demonstrates a sound critical understanding of the topic in developing a well-supported investigation
- c. \_\_\_ shows some depth and complexity of thought in explaining both the writer's viewpoint and opposing viewpoints
- d. \_\_\_ is well organized and developed, with ideas supported by appropriate explanations and discussion
- e. \_\_\_ displays some sentence variety and skill in the use of language
- f. \_\_\_ may have a few minor errors in grammar and punctuation

### **C / Adequate**

- a. \_\_\_ addresses the topic, but may not fully address some aspects of the task
- b. \_\_\_ demonstrates a generally accurate understanding of the topic in developing a sensible response
- c. \_\_\_ may treat the topic simplistically or repetitively or may not fully address opposing viewpoints
- d. \_\_\_ is adequately organized and developed, generally supporting ideas and explanations and discussion
- e. \_\_\_ demonstrates adequate control of sentence structure and language
- f. \_\_\_ may have some errors, but generally demonstrates control of grammar and punctuation

### **D / Marginal**

- a. \_\_\_ addresses the general topic but distorts or neglects aspects of the task
- b. \_\_\_ demonstrates some understanding of the topic, but may inadequately develop parts of it
- c. \_\_\_ lacks focus, or demonstrates confused or simplistic development and/or does not address opposing viewpoints

- d. \_\_\_ poorly organized and developed, presenting generalizations without adequate and appropriate support
- e. \_\_\_ has limited control of sentence structure and/or vocabulary
- f. \_\_\_ an accumulation of errors in grammar/punctuation sometimes distracting reader interfering with meaning

**F / Very Weak**

- a. \_\_\_ indicates confusion about the specific topic or neglects important aspects of the task
- b. \_\_\_ demonstrates poor understanding of the main points of the topic, does not discuss the topic appropriate
- c. \_\_\_ lacks focus and coherence, and often fails to communicate ideas, either the writer's viewpoint or the opposing viewpoint
- d. \_\_\_ has very weak organization and development, providing simplistic information without support
- e. \_\_\_ has inadequate control of sentence structure and/or often inaccurate vocabulary
- f. \_\_\_ is marred by numerous errors in grammar and/or punctuation distracting reader, interfering with meaning

## **Senior Project Computer Access Request Form**

Student Name \_\_\_\_\_ ID \_\_\_\_\_

**Overhead projectors and TV/VCR's will be available for use in all classrooms.**

Students who plan on using school computers with LCD projectors to present their Power Point or Internet projects must complete this request form and submit No Later Than 72 hour prior to their scheduled date and time of presentation.

Students are responsible for bringing additional audio/visual equipment for use during their presentations: CD or audio-tape players, music keyboards, slide projectors, etc.)

Check here if you need a Laptop or LCD Projector for Power Point or Internet access:

- Laptop Computer
- LCD Projector
- Internet Access

Senior Project Teacher \_\_\_\_\_ room # \_\_\_\_\_

Description of Senior Project Presentation:

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***Return this form to your Senior Project teacher No Later than 72 hours prior to your scheduled date and time of presentation.***