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Project Overview

This year you will (finally) get to choose what and how you want to learn! Senior Project is designed to encourage lifelong learning, and your project should be as fun, challenging, and stimulating as possible. The final reward is knowing you did a great job on a great project.

Goals for the Senior Project

♦ To encourage you to be an independent, organized, lifelong learner.
♦ To promote your interests, career choices, and writing, speaking, and research abilities.
♦ To promote persistence, time-management skills, and goal setting.
♦ To support a collaborative environment in which students are mentored and coached by school officials and teachers while the community is involved as mentors and board members.

Requirements

The Senior Project has three parts: a research paper, a physical project and a presentation. You must show proficiency in all three areas to graduate.

NOTE: Whether a project takes place on or off-campus, it is school related and you are bound by the Camas High School Code of Conduct as explained in the Student Handbook. If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly graduation will be jeopardized.

The MLA Analytical Research Paper

The research paper showcases your research, analysis and MLA formatting skills, and encourages you to become an expert on your topic. A proficient paper is 1500-2000 words long, while a potentially excellent paper has 2000-2500 words. Your senior English teacher will guide you through the writing process. Junior research papers and sophomore persuasive papers are not acceptable senior research papers.

The Magnet Research Paper Policy

Due to the time you will be given in class, magnet students in English 12 classes will complete all research paper activities and assignments and write MLA research papers as assigned by the English teacher. The topic of your MLA paper need not be tied to your magnet internship or your magnet-assigned APA paper. Magnet students in AP Literature/English 12 who have completed internships and written proficient APA papers will be excused from writing MLA research papers, though you will complete all the preliminary research paper exercises assigned by your AP teacher.

The Physical Project

The physical project involves a minimum of 20 hours of documented extracurricular work. The project forges a link between you, the school, and the community, as you work with a mentor to complete your project. A potentially excellent project is a minimum of 40 documented hours.

The Board Presentation

The presentation is your chance to show four to eight faculty and community members what you learned while completing the project. Proficient board speeches are 7 to 11 minutes long; a potentially excellent speech is 8 to 10 minutes. You must also have proficient speaking techniques and present information in an organized way using at least one self-created visual.
Senior Project: Mentors

Mentors are strongly advised for senior project; at the very least they will need to verify your hours. Mentors must be over 25 and may not be directly related to you.

WHAT IS A MENTOR?
- A person who will listen.
- A person who will provide expertise, support, advice, perspective, feedback, and encouragement.
- A person who will verify your project hours and evaluate you and your project.
- A person whom the student can trust and with whom the student can develop a relationship.
- Fellow students don’t have the experience to be good mentors.

WHERE DO YOU FIND ONE?
- Check with your Senior Project Coordinator for mentors in your area of interest.
- People you already know who have expertise in your area of interest
- Staff members at the high school, middle schools, or elementary schools
- Retired people
- Professional people in the community

PREPARE TO FIND A MENTOR: Know your project.
- Never hesitate to ask for support. Most people enjoy sharing their expertise!
- What exactly do you expect the end result of your project to be?
- How much time do you think you will need? What materials will you need?

BEFORE THE INITIAL CONTACT: Be able to define the mentor’s commitment.
- What information or help will you need from your mentor?
- When, where and how often will you be able to meet? Meetings should be held in public places.
- Will you commit to being on time?
- What will the two of you need to discuss at these meetings?
- What will the mentor expect of you?
- Before you contact your mentor, develop a mental “script” of what you want to say by rehearsing your ideas, plans and answers to the questions above.
- Practice speaking clearly and distinctly.
- Keep the Senior Project Timeline handy and give or email a copy to your mentor.
- Be ready to propose three dates and times for your first meeting.

DURING THE PROJECT
- Make sure that your mentor signs your hour log as you complete the time.
- Set up the next meeting at the end of each meeting. Then call, text, or e-mail the day before to verify.
- Remember your mentors are busy people! You cannot expect them to be available at the last minute to sign hours or to complete forms. Give them plenty of notice regarding due dates, and work around their schedules.

AFTER THE PROJECT
- Make sure that your mentor fills out the final Log of Hours and Mentor Verification form. They should evaluate your performance in the comments section on the Mentor Verification form.
- A verbal thank you is always appreciated, but a written thank-you note is required for your portfolio.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor/Student Agreement Form due</td>
<td>Thurs., Oct. 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Parent Awareness Form due</td>
<td>Thurs., Oct. 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Senior Project Proposal due in required format</td>
<td>Thurs., Oct. 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Mentor/Student Agreement and Parent Awareness Forms must be submitted before a proposal will be considered for evaluation</td>
</tr>
<tr>
<td>Checkpoint #1: Minimum of 5 hours logged on project. Mentor verification may be required</td>
<td>Thurs., Jan. 15&lt;sup&gt;th&lt;/sup&gt;, 2015</td>
<td>All hours must be signed/verified by mentor. Last day to change project topic without a formal letter</td>
</tr>
<tr>
<td>Checkpoint #2: Minimum of 15 project hours logged</td>
<td>Thurs., Apr. 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>All hours must be signed/verified by mentor</td>
</tr>
<tr>
<td>Project finished on or before this date</td>
<td>Thurs., Apr. 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No additional hours will be counted after this date</td>
</tr>
<tr>
<td>Speech practice with required visual</td>
<td>During May</td>
<td></td>
</tr>
<tr>
<td>Portfolio:</td>
<td>Thurs. May 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Seniors must turn in complete portfolios to be scheduled for boards</td>
</tr>
<tr>
<td>✦ Your portfolio should reflect pride in yourself and your project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✦ Cover shows name, teacher, and project title.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✦ See the Portfolio Checklist for the list of required and optional components specific to your project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✦ Correct spelling, grammar, punctuation, and formatting on all documents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Boards</td>
<td>June 2&lt;sup&gt;nd&lt;/sup&gt;, 3&lt;sup&gt;rd&lt;/sup&gt;, and 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Seniors who do not pass their boards after three tries will receive an INC &amp; a summer school recommendation</td>
</tr>
<tr>
<td>Graduation</td>
<td>Fri., June 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Congratulations!</td>
</tr>
</tbody>
</table>

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**Your English teacher will amend or add assignments and points to facilitate success. These practices will vary from teacher to teacher.**

- All senior project assignments must be turned in **during your English class on the date due** for credit. At the discretion of the teacher, **late assignments may be accepted to check progress for no credit.**
- Templates for forms are available in the Student Sharing area in the “Senior Project” folder and online. Students must use the correct format to earn full credit.
- **All minimum requirements for the project apply to magnet students.** Magnet students should check with their magnet instructors and English teachers for specific assignments. Bring all your magnet checkpoint materials for the turn in dates to receive English class credit.
Advice for Planning

September - October
- Read the Senior Project Handbook
- Pre-Senior Project assignments and discussions
- Explore the following:
  ➢ brainstorm ideas for project
  ➢ review the model project proposal
  ➢ find and interview possible project mentors
  ➢ pre-search information for project
- **Find a mentor before you write your proposal.** Some places may not accept volunteers and some may require training or interviews or only have certain hours available to you.
- Set up a computer log-in if you haven’t already.
- **Senior Project Proposal, Parent Awareness Form and Mentor/Student Agreement Form** are due Thursday, October 9th, 2014.

November through the end of project
- Follow timeline for project deadlines.
- Log the hours you spend making or doing your physical project **as you complete them.** Detailed notes will help you plan a more effective board speech.
- **Take photos and gather documents during each stage of your project.** Pay special attention to photo documentation requirements for your specific project. **If you are working with minors, you must get photo release forms with parent permission to use their child’s images.**
- Begin to assemble portfolio components specific to your type of project.

January through March
- **January 15th, 2015** is the last day to adjust or change your senior physical project without board review. Students will have to petition the Senior Project Advisory Board for exceptions after this date. The petition will include a formal letter to the board and a personal interview with them.
- Checkpoint for minimum of 5 hours completed on project **January 15th, 2015.**
- Checkpoint for minimum of 15 hours completed on project **April 2nd, 2015.**

April and May
- Complete last items on portfolio checklist.
- Physical project completed, with all forms, the log of hours and final mentor verification by **April 30th, 2015.**
- **Portfolios are due May 14th, 2015.**
- Create your presentation and practice board speech.

June 2nd, 3rd, 4th, 2015 are Senior Boards. Good luck!
Choosing a Project

1. Questions to Consider When Choosing a Project
   - What do you want to be when you grow up? Job-shadow projects can help you decide!
   - What do you enjoy doing in your spare time?
   - What have you always wanted to do but didn’t have the time or support to do?
   - Do you think there is a pressing need for people to know or understand something?
   - Is there any social problem you would like to investigate? Consider volunteering!
   - Do you have an invention or creative vision or story idea you would like to further explore?
   - Is there a class outside of school you’d like to take?
   - Have you enjoyed being involved in a school, community, or state activity?
   - If you could pursue your wildest dream what would it be?
   - Have any travel experiences given you ideas?
   - What skill would you like to enhance or what new area would you like to explore?
   - What is one of the biggest problems facing the world today?
   - What would you like to be doing ten years from now?
   - Is there something you would like to improve about yourself? Your community?
   - Will you still have the interest and energy for your project months after you start it?

2. Boundaries
   - Projects must include a challenge or some way in which you go out of your comfort zone.
   - "No Feet off the Ground" Rule. Find a way to do a safe project.
   - Projects should be completed by April 30th, 2015 unless there is a valid reason that both your English teacher and the senior project coordinator understand and accept.
   - You may not make a profit on your project. Contact the ASB Treasurer and fill out the appropriate paperwork if you will handle cash. Any money raised should be donated to an established charity or organization that is identified on your proposal.
   - If something is a requirement for a class, it does not qualify as a senior project.
   - Whether your project takes place on or off-campus, your senior project is school related and you are bound by the Camas High School Code of Conduct as explained in the Student Handbook. If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly your graduation will be jeopardized.
   - Any falsifying of hours or photo documentation, plagiarizing in the research paper, or any other dishonest act associated with your project may result in you having to choose a different project and possibly jeopardize your graduation.
   - Remember, you may not count any hours during the school day. You may not miss a day and claim hours during that time.

Activities not covered by district insurance or not allowed by CHS administration:
- Air or flight activities
- Firearms or weapons of any type
- Foreign travel without a district employee as a chaperone
- Watercraft over 26 feet in length
- Tattooing or piercing
- Whitewater rafting and jet skis
- Motorized races and contests

The following activities are discouraged, but may be approved if certain conditions are met:
- Amusement park activities, Animal activities, Skating, Water activities, Wilderness activities

Finally, other activities to avoid:
- After-school open gym, Bonfires, Building or firing rockets, Bungee jumping, Glass blowing, Haunted houses or private parties, Mosh pits, Paintball or laser tag, Running on/near road or on wilderness trails, Shooting firecrackers, Trampolines, Wild West shows
3. The Challenge
- The project must be challenging to you in some way and take you out of your comfort zone.
- Everyone is busy! Merely spending time doing your project is not enough of a challenge.
- Your project should have an element of problem solving in the areas of self-discipline, organizing, finding solutions to difficulties, overcoming hurdles, and using outside resources.

4. Questions to Consider When You Have Chosen a Project
- List everything you know about your topic.
- List everything you need to know about your topic.
- What are potential resources? Consider books, magazines, and primary sources such as staff members and other experts in your topic.
- What special items will you need for your project? Where and how will you get them?
- Are you prepared to bring your project in to show the board, even if it’s something large?
- Have you anticipated any problems you will have? Consider finances, transportation, not being able to work on your project during school hours, resources, mentors, and computer time.
- If your project will be expensive, how can you manage or reduce the cost? Some facilities may charge for their use.
- If your project depends on the reliability of others, do you have a back-up plan in case they don’t come through?
- If your project seems too ambitious and time-consuming, how can you reduce its scope?

5. Proof Other Than a Log of Hours: Your Visual(s)
- Take photos or videos of the beginning, middle stages, and completion of your project. Be sure you are in them!
- Remember, you need photo release forms signed by parents for any minors pictured.
- Find strategies to work around issues regarding privacy and confidentiality. Don’t wait until the end of your project to tackle this problem!
- If possible, show your actual physical project to your teacher and to your board for scoring.
- Provide a photo display of your experience and/or completed evaluation forms.
- Design a visual that exhibits quality, effort, and professionalism.

6. Time Spent
- Minimum time spent is 20 hours. A potentially excellent project is a minimum of 40 hours. All hours must be verified in your hour log by the mentor(s) named on your proposal. Note for Job Shadow and Volunteer projects, a minimum of 20 hours must be spent on site.
Late Work and Code of Conduct Policies

♦ Your English teacher will amend or add assignments and assign points to facilitate success. These practices will vary from teacher to teacher.

♦ Your proposal is a contract. Your English teacher will score your project based on what you state you will do in your proposal.

♦ Communicate. If your project changes in any way, please discuss the circumstances with your English teacher before due dates. S/he may refer you to the senior project coordinator. If you are asked to do change your proposal, write a new one and give copies to your English teacher and the senior project coordinator.

♦ You may not count any regular school hours as senior project hours.

♦ Whether your project takes place on or off-campus, your senior project is school related and you are a representative of Camas High School. As such, you are bound by the Camas High School Code of Conduct as explained in the Student Handbook. If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly your graduation will be jeopardized.

LATE POLICIES:
• January 15th, 2015 is the last day to change your project. Thereafter, you will have to write a formal letter explaining the circumstances of your changes to the Senior Project Coordinator. A personal interview with the SP Coordinator and the principal will follow.
• If you do not pass your boards after three tries, you will receive an Incomplete and will deliver your board speech during summer school.
• You must pass all three components of Senior Project to pass your English class. Passing Senior Project does not guarantee you will pass the class.
Pre-Project Forms

As you prepare for your project, keep these things in mind:

♦ Your proposal is a contract. Your English teacher will score your project based on what you state you will do in your proposal.

♦ Communicate. If your project changes in any way, please discuss the circumstances with your English teacher. S/he may refer you to the senior project coordinator. If you are asked to do change your proposal, write a new one and give copies to your English teacher and the senior project coordinator.

♦ You may not count any regular school hours as senior project hours.

♦ You may not count any hours towards your project before your proposal is officially approved.

The following must be completed before you may begin your project:

1. Completion and submission of the Parent Awareness Form
2. Completion and submission of the Student/Mentor Agreement
3. Submission and approval of a Senior Project Proposal

Your proposal is a contract you will be expected to fulfill.

☐ Follow the required format exactly.
☐ Remember you will not be able to verbally explain your proposal to the Advisory Board, so it will need to be as specific, clear, and thorough as possible.
☐ Have perfect conventions. The Advisory Board may reject a carelessly written proposal.
☐ Give your mentor’s name, phone number or e-mail, and explain how s/he is qualified to help you.
☐ Explain any terminology the Advisory Board may not be familiar with.
☐ In the “Project Task Analysis” section, list at least five detailed steps for your project.
☐ In the “Challenge” section, be very clear about how this project stretches you beyond your previous experiences.
☐ In the “Final Product” section, be specific about what you will do or make to show your board. Refer to the proper “module” in this handbook for the specific requirements of your project category.
☐ Be sure to address any safety concerns and expense issues.
☐ Be thorough.

All forms are available in the CHS Student Sharing Folder so you may complete them electronically! Make sure to choose the folder that fits the kind of project you’ve chosen.
### Parent Awareness Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
</table>

**Project Category:**
- [ ] Job Shadow
- [ ] Volunteer/Service
- [ ] Construct/Create (General)

As a parent/guardian of a senior at Camas High School, I fully understand that my student needs to pass the physical project, the research paper, and the oral presentation with an excellent or proficient score in order to graduate. Pending approval by the Senior Project Advisory Board, the SP Coordinator, and his/her English teacher, my student has decided to do the following physical project:

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A mentor is strongly recommended for this project.</td>
<td></td>
</tr>
<tr>
<td>The mentor/contact person for the project will be:</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Relationship to Student:</td>
</tr>
<tr>
<td>Contact Information:</td>
<td>Email:</td>
</tr>
<tr>
<td></td>
<td>Phone:</td>
</tr>
<tr>
<td>This person was chosen to be a mentor/contact person because:</td>
<td></td>
</tr>
</tbody>
</table>

I fully understand that these topic and mentor choices are made independently of the staff and administration of the high school. The staff and district will not be held liable for my student’s choice of a mentor.

The estimated cost of the project is ____________________________

His/her final product will be ____________________________

I am familiar with the deadlines and the Senior Project Handbook. **I also understand that no project hours may be completed during school hours unless prior approval is obtained.** Furthermore, I acknowledge that if my student falsifies any part of the project or paper, s/he will be penalized.

Parent/guardian signature______________________________________

Student signature_____________________________________________ Date ____________
Student/Mentor Agreement Form

This side is to be completed by the student.

Student’s name and contact info:

English teacher’s name and school email:

Mentor’s name and contact info:

This form will accommodate all mentor situations; fill out as much as is applicable to your project. Students should first read the pages in the Senior Project Handbook titled “Senior Project: Mentors.” Then fill out this page, arrange a meeting with your mentor, and fill out the back page together.

Project Category:  □ Job Shadow  □ Volunteer/Service  □ Construct/Create (General)

1) Describe your project:

2) What is your mentor’s expertise in the area of your project?

3) Identify specific information and/or skills you will need to obtain from your mentor.

4) How frequently will you meet or correspond with your mentor?

5) If corresponding via email or phone, when is a good time for you to contact your mentor? If meeting face-to-face, what days of the week and times are you usually free to meet?

6) Write at least three questions for your mentor about your project.
**Student/Mentor Agreement Form**

*This side to be filled out by the mentor and student.*

- Thank you for helping this senior with his/her project!
- Please read the student’s plan on the **January 15th, 2015** reverse side of this form.
- Discuss the student’s plan and make changes where needed.
- Please work with the student to fill this form out during your meeting.

Date and time of first meeting: _______________________________________________________

Location of meeting: _______________________________________________________________

GOALS: Please discuss, set, and record at least two or three goals for this student’s project:


EXPECTATIONS: What do you expect this student to accomplish with his/her senior project?


EXPECTATIONS: What do you expect this student to accomplish by the next time you confer?


ARRANGEMENTS for the next meeting/contact:


Mentor’s signature: ____________________________________________ Date: ________________
**Senior Project Proposal**

*An electronic version of this form is available in the CHS Shared folder...type directly into it!*

<table>
<thead>
<tr>
<th>Student Name: (check with your teacher about when to add this)</th>
<th>Category of Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID #:</td>
<td>☐ Job Shadow</td>
</tr>
<tr>
<td>Date:</td>
<td>☐ Volunteer/Service</td>
</tr>
<tr>
<td>Approval of SRP Coordinator: _______ Date: _______</td>
<td>☐ Construction or Creation (General)</td>
</tr>
<tr>
<td>Approval of English Teacher: _______ Date: _______</td>
<td></td>
</tr>
</tbody>
</table>

1. **Project Description**: Identify your project and its goal(s). Be as specific and concrete as you can. If you do not think your project will be completed by the deadline listed in the handbook, explain here.

2. **Mentor**: Select a mentor who will verify your hours. This person should not be under 25 years of age.
   - Name: ____________________________________________
   - Relationship to you: ________________________________
   - Contact Information: (phone and email) ________________
   - Mentor’s area of expertise: __________________________
   - If your mentor is a CHS Teacher, have them sign and date here: ________________________________

3. **Project Task Analysis**: List at least five specific steps necessary to complete your project:

4. **Final Product**: What will you show your board to demonstrate successful completion of your project? Create a checklist of artifacts or evidence you will show your board.

5. **Prior Experience**: What is your previous experience in this area?

6. **Challenge**: In what specific ways will this project be a challenge for you? How will this experience push you? What else would you like your board to consider as they determine whether to approve your project proposal?

7. **Academic Integrity**: Explain how you will preserve the integrity of your project experience as well as your research paper.

8. **Additional Requirements**: What additional requirements are necessary for your category of project? Refer to the project module sections of the Senior Project Handbook.
Example Proposal

Student Name: Jane Papermaker
Student ID #: 38015 R
Date: 4 October 2014

Approval of SRP Coordinator: ________ Date: ________
Approval of English Teacher: ________ Date: ________

Category of Project:
- [ ] Job Shadow
- [ ] Volunteer/Service
- [x] Construction or Creation (General)

1. **Project Description:** Identify your project and its goal(s). Be as specific and concrete as you can. If you do not think your project will be completed by the deadline listed in the handbook, explain here.

   I plan to improve the student and staff involvement in recycling at Camas High School. I will promote school-wide involvement in recycling, hopefully initiating a “recycling system” in classrooms and commons areas with bulletin notices and posters. I will make the recycling of various materials (paper, glass, plastic, etc) easier with more recycling bins. I will also attempt to reduce waste production by initiating programs to reuse paper. The success of the project can be measured by data I collect from garbage audits, in which the school’s garbage is sorted and the amounts of specific types of waste are measured. I will compare data from garbage audits conducted before and after initiating my project. I hope the data from the final waste audit will show fewer discarded materials and more recycled materials.

2. **Mentor:** Select a mentor who will verify your hours. This person should not be under 25 years of age.

   Name: Katie Long
   Relationship to you: No Relation
   Contact Information: (phone and email) 360 866-5750, Katie.long@email.com
   Mentor’s area of expertise: Mrs. Long is the research coordinator for Waste Connections Vancouver
   If your mentor is a CHS Teacher, have them sign and date here:

3. **Project Task Analysis:** List at least five specific steps necessary to complete your project:

   1. Inform and involve the entire student body and staff for the need to recycle and recycling options via posters, video bulletin announcements, etc.
   2. Arrange and take part in at least two waste audits and calculate data.
   3. Measure before and after classroom and commons involvement in recycling.
   4. Contact waste-collection facilities for advice about solid waste recycling programs.
   5. Make graphs that display my results.

4. **Final Product:** What will you show your board to demonstrate successful completion of your project? Create a checklist of artifacts or evidence you will show your board.

   I will create a PowerPoint to show my board photos of my process as well as graphs to show changes in recycling behavior. I will provide photos that show bulletin boards and posters I created for advertising. I will show a clip from the video bulletin announcement I create to support the recycling efforts.

5. **Prior Experience:** What is your previous experience in this area?

   I have always recycled and tried to encourage friends and peers to do so too. I have tried to start a CHS Recycle Club every year but there is not enough interest.

6. **Challenge:** In what specific ways will this project be a challenge for you? How will this experience push you? What else would you like your board to consider as they determine whether to approve your project proposal?

   I have never organized any kind of school-wide campaign or activity. Designing the posters will challenge my artistic skills. Motivating people to increase their recycling will be difficult since it’s not a glamorous cause and I will have to try to change their habits permanently. The math part will also be a challenge for me.

7. **Academic Integrity:** Explain how you will preserve the integrity of your project experience as well as your research paper.

   I will not falsify any research or records or misrepresent or exaggerate my project in any way.

8. **Additional Requirements:** What additional requirements are necessary for your category of project?

   I understand that I will need to have my posters approved by the ASB.
   I understand that I will also need to collect data and have photo documentation.
Proposal Checklist

Student: Editor: Date:

Teacher’s I.D.: YES  NO  Does the proposal have the correct teacher’s letter after the student number?

Conventions/Sentence structure/fluency:
YES  NO  Grammar, spelling, punctuation, and formatting are perfect and sentences are complete.

1) & 2) Project Description & Mentor: The more detail the better. Names, dates, times, places, contact info.
YES  NO  Is the project safe? Check the Senior Project Handbook “Choosing a Project: Boundaries” section for guidelines.
YES  NO  Is the project description clearly stated and described?
YES  NO  Does the student clearly explain any terminology?
YES  NO  Does the student address confidentiality or any legal issues? For example, hospital job-shadows or police ride-along projects require prior contact with a person in charge. What forms/training will need to be completed?
YES  NO  Does the project seem substantial enough to require a minimum of 20 hours?
YES  NO  Is the mentor’s name, position/qualifications and phone number listed?

3) Project Task Analysis:
YES  NO  The student lists at least five detailed steps for his/her project.
YES  NO  The steps are not simply listing the checklist items for the final portfolio

4) Final Product:
YES  NO  Is the final product something tangible the student will actually show the board? (It may be something physically created. It may be a job shadow/volunteer notebook. It may be a slide show, or a tri-fold poster, etc.)

5) Previous Experience:
YES  NO  If the student has had background experience in this area, does he or she explain how this project is at least “one step beyond” the prior experience?

6) The Challenge and Other Considerations:
YES  NO  Does the student clearly explain how the project will be a challenge?
YES  NO  Does the student address other questions that an Advisory Board would want to have answered? For example, how s/he will manage a project that seems too ambitious to be completed by May, or pay for a project that is costly?

8) Extra notebooks, required meetings, paperwork, or other requirements for your kind of project:
YES  NO  Does the project list all extra components required for the final portfolio?

Project denied_____    Project needs revision_____    Project approved_____  

Comments:
Project Modules

There are many options for what you can complete for your Senior Project. Identify what kind of project you intend to complete, and carefully study the requirements outlined in that specific module (section) of this handbook.

A Job Shadow Experience

In a Job Shadow, you attend your mentor’s workplace for a minimum of twenty hours, observing their work and documenting your experience. Select a Job Shadow experience in a profession or occupation you might consider for your own future in order to make the experience most worthwhile. At least 20 hours must be completed with your mentor on the job site(s).

A Volunteer or Service Experience

Many organizations function with the volunteer efforts of community members. Volunteerism can be incredibly rewarding and even life-changing. If there is a social, political, environmental or other cause that you find inspiring, consider finding a way to volunteer your time and energy for that cause. At least 20 hours must be completed with your mentor at the volunteer site(s).

Construct or Create Something (General)

If your idea does not fit into any of the above categories, then consider it a “General” project. Typically, a “General” project will involve constructing or creating something, but do not be limited by those concepts. Talk to your English teacher or the Senior Project Coordinator if you have trouble thinking about the details of your project.
Job Shadow Project Module Requirements

- **At least 20 hours of on-site job shadowing is required.** To qualify for an “excellent,” at least 40 hours must be documented on-site. This on-site time can include observing your mentor or a co-worker of your mentor or engaging in a safe and appropriate job activity **under the supervision of your mentor.** The documentation of this is recorded in the **Log of Hours.**

- **Photo documentation is required.** Take photos of your experience over the course of your project. **Photos should feature you and your mentor at the place of the job shadow.** If confidentiality or security policies prevent you from documenting your experience in photos, please immediately contact your English teacher or the Senior Project Coordinator for advice about how to proceed. This will be included in your final portfolio. Photos are still required, but may be more limited. **If you are working with minors, you must get photo release forms with parent permission to use their child’s images.**

- **A job summary is required.** Present a typed overview of the job/position you have shadowed. You are expected to do research. This will be included in your final portfolio. Include:
  - **Job Title**
  - **Duties Performed**
  - **Average Salary**
  - **Work Conditions**
  - **Education, Training, Certifications or other special requirements**
  - **Entry Methods (how to get the job; jobs which may lead to this career)**
  - **Employment Outlook**
  - **Proper MLA citation of all sources used in this research**
  - **Personal Skill Assessment (100-150 word paragraph detailing an assessment of your traits, skills, abilities, work values, temperament and interests that would (or would not) make you a good fit for this career)**

  This research **cannot** be counted in your required twenty on-site hours.

- **An interview is required.** Include a typed transcript of at least ten thoughtful interview questions you asked your mentor (or other qualified adult) AND their responses to the questions. This will be included in your final portfolio.

- **A thank-you acknowledgement is required.** At the conclusion of your job shadow, you are to write and send a professional thank-you letter to your mentor. A copy of this letter will be included in your final portfolio.
**Job Shadow Project Log of Hours Form**

- Your log should reflect the pride you feel in your project.
- Your name and the title “Log of Hours” goes at the top.
- Please use the table format. Have as many pages as you need.
- Your log should be typed or handwritten in legible blue or black ink.
- Each entry includes the date, detailed description of the work you did, the time you spent, and the mentor’s initials. **Complete this as you complete your hours. Do not wait until the end!**

<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>Hours: Minutes</th>
<th>MENTOR/CONTACT INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample entry:</td>
<td>In this space, include specific details about what you observed or completed during the job shadow. Discuss the day’s challenges and your emotions. This should be written in completed sentences (see the paragraph format for an example). <strong>DO NOT simply copy and paste the same description into multiple boxes.</strong></td>
<td>6:45 to 7:30 pm 45 minutes</td>
<td>BFF</td>
</tr>
<tr>
<td>March 31, 2012</td>
<td>Each row of boxes represents one work session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Today I had the chance to watch Dr. Smith work with a patient recovering from a shoulder injury. He used resistance bands to work the patient’s range of motion, and gradual stretching to determine the degree of discomfort or pain that the injury was causing. It made me nervous to be around a real patient, but the patient was very welcoming. I learned the relationship between the physical therapist and the patient is very important.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Mentor Verification**

<table>
<thead>
<tr>
<th>Mentor’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours the mentor can verify:</td>
<td></td>
</tr>
<tr>
<td>Job Title/Relationship to student:</td>
<td></td>
</tr>
<tr>
<td>Mentor Comments:</td>
<td></td>
</tr>
</tbody>
</table>
Job Shadow Project Portfolio Checklist

Student Name: ___________________________ Teacher: ___________________________

These items should appear in the portfolio in this order and the requirements below should be met before the portfolio is turned in.

1) On front cover of binder: Name, teacher’s name, and project title

2) Copy of the Portfolio Checklist

3) Updated, professionally formatted résumé

4) College admissions essay, scholarship essay, or personal statement

5) Senior Project Proposal, including any amended proposals

6) Senior Research Paper (including word count and Works Cited)

7) Reflection and Self-Assessment

8) Log of Hours with total hours and Final Mentor Verification form

9) Project Evaluation Form (to be completed by your English teacher)

10) Photo verification (with captions)

11) Typed and cited job summary (see module requirements)

12) Interview questions and responses (see module requirements)

13) A copy of the professional thank-you letter you sent to your mentor
Volunteer Experience or Service Project Module Requirements

☐ At least 20 hours of on-site volunteer effort is required. To qualify for an “excellent,” at least 40 hours must be documented on-site. This on-site time can include any safe and appropriate service or volunteer tasks under the supervision or guidance of your mentor. The documentation of this is recorded in the Log of Hours.

☐ Photo documentation is required. Take photos of your experience over the course of your project. Photos should feature you and your mentor at the place of the job shadow. If confidentiality or security policies prevent you from documenting your experience in photos, please immediately contact your English teacher or the Senior Project Coordinator for advice about how to proceed. This will be included in your final portfolio. Photos are still required, but may be more limited. If you are working with minors, you must get photo release forms with parent permission to use their child’s images.

☐ An organization summary is required. Present a typed overview of the organization for which you are volunteering. You are expected to do research. This will be included in your final portfolio. Include:
  - The mission statement or primary goal of the organization
  - How, when, and by whom the organization was founded
  - Approximate number of employees and volunteers
  - The scope of your organization (Local? Regional? Global?)
  - Who or what your organization benefits
  - The services or activities your organization provides
  - How your organization acquires volunteers, goods, and/or money for its cause
  - Proper MLA citation of all sources of information
  - Personal Skill Assessment (100-150 word paragraph detailing an assessment of your traits, skills, abilities, work values, temperament and interests that would (or would not) make you a good fit for this career)

This research cannot be counted in your required twenty on-site hours.

☐ An interview is required. Include a typed transcript of at least ten thoughtful interview questions you asked your mentor (or other qualified adult) AND their responses to the questions. This will be included in your final portfolio.

☐ A thank-you acknowledgement is required. At the conclusion of your volunteer experience, you are to write and send a professional thank-you letter to your mentor. A copy of this letter will be included in your final portfolio.
Volunteer/Service Project Log of Hours Form

- Your log should reflect the pride you feel in your project.
- Your name and the title “Log of Hours” goes at the top.
- Please use the table format. Have as many pages as you need.
- Your log should be typed or handwritten in legible blue or black ink.
- Each entry includes the date, detailed description of the work you did, the time you spent, and the mentor’s initials. Complete this as you complete your hours. Do not wait until the end!

<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>Hours: Minutes</th>
<th>MENTOR/CONTACT INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample entry:</td>
<td>In this space, include specific details of the work you are accomplishing during your volunteer or service session. Use as many lines as is needed. Discuss the day’s challenges and your emotions. This should be written in completed sentences (see the paragraph format for an example). <strong>DO NOT simply copy and paste the same description into multiple boxes.</strong></td>
<td>6:45 to 7:30 pm 45 minutes</td>
<td>BFF</td>
</tr>
<tr>
<td>March 31, 2012</td>
<td>Today I worked with several dogs to help them socialize. I tested to see how well they would handle walking on a leash. One of them got very excited when he saw the leash, which my mentor said was a sign that he had been socialized before. It was challenging to control Rocky, who did not like being on the leash and kept chewing at it. My mentor gave me some advice about using verbal commands to redirect him.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A final mentor verification form will be completed when all project hours are finished. Use this template to create a form for your mentor so they can provide feedback on your time working with them.

**Final Mentor Verification**

<table>
<thead>
<tr>
<th>Mentor’s Signature:</th>
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</tr>
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<tbody>
<tr>
<td>Total hours the mentor can verify:</td>
<td></td>
</tr>
<tr>
<td>Job Title/Relationship to student:</td>
<td></td>
</tr>
<tr>
<td>Mentor Comments:</td>
<td></td>
</tr>
</tbody>
</table>
Volunteer/Service Project Portfolio Checklist

Student Name: ___________________________  Teacher: ___________________________

These items should appear in the portfolio in this order and the requirements below should be met before the portfolio is turned in.

1) On front cover of binder: Name, teacher’s name, and project title

2) Copy of the Portfolio Checklist

3) Updated, professionally formatted résumé

4) College admissions essay, scholarship essay, or personal statement

5) Senior Project Proposal, including any amended proposals

6) Senior Research Paper (including word count and Works Cited)

7) Reflection and Self-Assessment

8) Log of Hours with total hours and Final Mentor Verification form

9) Project Evaluation Form (to be completed by your English teacher)

10) Photo verification (with captions)

11) Typed and cited organization summary (see module requirements)

12) Interview questions and responses (see module requirements)

13) A copy of the professional thank-you letter you sent to your mentor
Construction or Creation (General) Project Module Requirements

☐ **At least 20 hours of work is required.** To qualify for an “excellent,” at least 40 hours must be documented. The documentation of this is recorded in the **Log of Hours.**

☐ **Photo documentation is required.** Take photos of your experience over the course of your project. Photos should feature you engaged in activity involved with the planning, creation and construction of your project. Photos should document all stages of your project from beginning to end. Include pictures of you working with your mentor. **Do not only feature photographs of your final product.** This will be included in your final portfolio.

☐ **Some other form of documentation is required.** Examples can include:
  - formal schematics, blueprints, or design plans
  - a detailed budget and/or materials list
  - a summary of detailed research you use to guide your project
  - an evaluation of the final product from your mentor and others
  - another formal artifact or set of artifacts to verify/illustrate your project

☐ **You must demonstrate new learning with at least TWO skills and provide documentation of your learning.** That documentation may be screen shots of online tutorials, certificates of completion from classes taken, photocopies from books or instruction manuals, etc. You should include both the physical documentation and an explanation of the learning in your final portfolio.

**Examples of skills learned**

☐ painting
☐ sewing
☐ construction
☐ carpentry
☐ building/assembling
☐ refinishing
☐ computer technology
☐ music performance
☐ cooking/baking
☐ restoring
☐ editing
☐ other teacher approved skills

☐ **An interview is required.** Include a typed transcript of at least ten thoughtful interview questions you asked your mentor (or other qualified adult) AND their responses to the questions. This will be included in your final portfolio.

☐ **A thank-you acknowledgement is required.** At the conclusion of your project, you are to write and send a professional thank-you letter to your mentor. A copy of this letter will be included in your final portfolio.
**Construction or Creation Log of Hours Form**

- Your log should reflect the pride you feel in your project.
- Your name and the title “Log of Hours” goes at the top.
- Please use the table format. Have as many pages as you need.
- Your log should be typed or handwritten in legible blue or black ink.
- Each entry includes the date, detailed description of the work you did, the time you spent, and the mentor’s initials. **Complete this as you complete your hours. Do not wait until the end!**

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<th>Hours: Minutes</th>
<th>MENTOR/CONTACT INITIALS</th>
</tr>
</thead>
</table>
| Sample entry:  | In this space, include specific details of the work you are accomplishing on your project. Use as many lines as is needed. Discuss the day’s challenges and your emotions. This should be written in completed sentences (see the paragraph format for an example). **DO NOT simply copy and paste the same description into multiple boxes.**  
March 31, 2012 | Each row of boxes represents one work session.  
Today I finished sanding the entire frame for the greenhouse. I used the power sander, which made it much easier, except I noticed that a few of the joints I had built were kind of shaky, so that is something I will need to go back and fix next time. I think they need stronger fasteners, so for the corners I might end up using plates instead of just lag screws. It is nice to see the whole frame coming together, and I can really picture what the final greenhouse will look like. | 6:45 to 7:30 pm 45 minutes | BFF                     |

**Final Mentor Verification**

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<td>Mentor Comments:</td>
<td></td>
</tr>
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</table>
Construction or Creation Project Portfolio Checklist

Student Name: ________________________  Teacher: ________________________

These items should appear in the portfolio in this order and the requirements below should be met before the portfolio is turned in.

1) On front cover of binder: Name, teacher’s name, and project title
2) Copy of the Portfolio Checklist
3) Updated, professionally formatted résumé
4) College admissions essay, scholarship essay, or personal statement
5) Senior Project Proposal, including any amended proposals
6) Senior Research Paper (including word count and Works Cited)
7) Reflection and Self-Assessment
8) Log of Hours with total hours and Final Mentor Verification form
9) Project Evaluation Form (to be completed by your English teacher)
10) Photo verification (with captions)
11) Extras to verify your project: photos, rubrics, or project documents such as planning drafts, blueprints, schedules or other documentation (see module requirements)
12) Documentation of your new learning (see module requirements)
13) Interview questions and responses (see module requirements)
14) A copy of the professional thank-you letter you sent to your mentor
# Project Evaluation Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Teacher:</th>
<th>Overall Score:</th>
<th>E</th>
<th>P</th>
<th>D</th>
</tr>
</thead>
</table>

## USE OF TIME
- **EXCELLENT**
  - A minimum of 40 hours
  - Demonstrates consistent, efficient, thoughtful use of time
- **PROFICIENT**
  - Meets or exceeds minimum requirement of 20 hours
  - Demonstrates time management skills
- **DEVELOPING**
  - Has fewer than 20 hours
  - Lacks evidence of time management

## VERIFICATION ITEMS
- **EXCELLENT**
  - Student is self-directed and turns in all verification items on time
  - Met deadlines for all required Senior Project assignments
- **PROFICIENT**
  - Student turns in items after a reminder or a few reminders from the instructor
- **DEVELOPING**
  - Student does not turn in verification items unless constantly reminded by the instructor
  - Student does not turn in verification items

## QUALITY
- **EXCELLENT**
  - Superior effort or craftsmanship, and attention to detail
  - The project is well organized and reflects pride
  - A challenge is evident
- **PROFICIENT**
  - Good effort and attention to detail
  - The project is organized
  - A challenge is evident
- **DEVELOPING**
  - Little or no effort evident
  - Student overlooks details
  - The project is disorganized
  - No challenge is evident

## PROBLEM SOLVING
- **EXCELLENT**
  - Uses appropriate problem-solving skills to overcome difficulties
  - Persists until problems are solved
  - Seeks advice or help when needed
  - Consulti other sources to find solutions
  - Explores new ideas or creative solutions
- **PROFICIENT**
  - Uses problem-solving skills to overcome difficulties
  - Tries to solve a problem several times before quitting
  - Seeks advice or help when needed
  - Tries to consider new ideas or creative solutions
- **DEVELOPING**
  - Has little or no understanding of difficulties and no plans to overcome them
  - Quits immediately
  - Fails to seek advice or help
  - Fails to consider new ideas or creative solutions

## PORTFOLIO/PROJECT MODULE MATERIALS
- **EXCELLENT**
  - All required documents are present according to appropriate checklist
  - Documents are ordered according to the checklist provided
  - Superior effort or craftsmanship, and attention to detail is demonstrated
  - All text is neat and easy to read
  - Additional features such as graphics/illustrations, photos, etc., add to the overall presentation of the portfolio and are relevant to the project
  - No errors in spelling, capitalization, or punctuation
  - All documents are final, edited drafts without comments and/or marks
- **PROFICIENT**
  - All required documents are present according to appropriate checklist
  - Documents are ordered according to the checklist provided
  - Overall look is professional and well-crafted
  - Good effort and attention to detail is demonstrated
  - All text is neat and easy to read
  - Additional features such as graphics/illustrations, photos, etc., are included
  - Very minor errors in spelling, capitalization, or punctuation are present in documents
  - Almost all documents are final, edited drafts without comments and/or marks
- **DEVELOPING**
  - One or more required documents are missing according to appropriate checklist
  - Documents are not ordered according to the checklist provided
  - Overall look is messy or unprofessional, little effort and attention to detail is demonstrated
  - Some text is not neat or easy to read
  - No additional features are included
  - Multiple or serious errors in spelling, capitalization, or punctuation are present in documents
  - Some documents are not final, edited drafts or include those with comments and/or marks
Reflection and Self-Assessment

Type out your responses to these questions. Be thorough, thoughtful, and specific.

1. In at least 25 words describe your project and your paper. Summarize your project experience, including the following details: Total hours spend on the project, an overview of the critical steps involved in the completion of your project and the date range of your project (starting date and finishing date).

2. What was the picture in your mind of your project before you started working on it? How does the outcome of your project compare with your first perception of your project?

3. Describe the problems and/or challenges you encountered as you completed this project. Consider physical, time management, emotional, and intellectual challenges.

4. How did you handle these problems and/or challenges?

5. List at least three personal satisfactions or knowledge you gained from this project.

6. Would you recommend your project area for future seniors? Would you consider having your paper, project and portfolio on file as a model for next year’s seniors? Explain.

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

8. Is your project original or creative in any way? If yes, explain how.

9. If given the opportunity, what would you do differently now that you speak from experience?

10. Beyond the project itself, what did you learn about yourself?

11. Using language from the Teacher Project Evaluation rubric, explain the grade you believe you deserve for your project. Justify why you think you deserve the grade (Excellent, Proficient, or Developing) in each category with evidence.

12. What are you planning to do next year? How is your project related (if at all)? What have you done (taking certain classes, applying to colleges, choosing your particular senior project) to realize your plan?
# Senior Research Paper Rubric

<table>
<thead>
<tr>
<th>EVIDENCE OF RESEARCH</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CONVENTIONS</td>
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</tr>
<tr>
<td>SENTENCE FLUENCY</td>
<td></td>
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<tr>
<td>WORD CHOICE</td>
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</tr>
<tr>
<td>VOICE</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ORGANIZATION</td>
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</tbody>
</table>
# Boards Presentation Requirements

Your Board Presentation will be the culmination of your high school career. You will be well prepared and your audience will be small and supportive. This is your chance to show off and shine.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| **Time**    | The entire presentation, not including the impromptu question and answer period:  
  - To qualify for an “excellent” the time must be **between 8 and 10 minutes**.  
  - To qualify for a “proficient” the time must be **between 7 and 11 minutes**.  
  - **Under 7 minutes or over 11 minutes** are unsatisfactory and require a redo. |
| **Impromptu Q&A** | Following your presentation, your board will have the opportunity to ask you a variety of questions. To prepare, consider brainstorming:  
  - *If you were a judge listening to your speech, what would you want to know?*  
  - *What would you like people to ask?*  
  - *What unusual qualities does your project have that might spark interest?*  
  - *What controversial topics, if any, do you touch on?*  
  - *What inspired you to choose this topic?*  
  - *Who helped and how?*  
  - *How did you finance it?* |
| **Attire**   | You will be assessed on the professionalism of your attire, just as would be the case in a job interview.  
  **Gentlemen should wear**  
  - nice slacks and button-down shirts with ties or sweaters  
  - sports jackets or suits  
  - clean, professional footwear  
  **Gentlemen should not wear**  
  - jeans or pants which sag  
  - headwear  
  **Ladies should wear**  
  - dresses  
  - dressy slacks  
  - pant suits or dress suits  
  **Ladies should not wear**  
  - skirts shorter than school policy  
  - tight or revealing clothing |
| **Visual Aid** | You are required to have some form of visual aid. Your visual must be fluidly integrated into the content of your speech. **Your visual should not be an outline of your speech content** (as some PowerPoint presentations tend to be). Rather, your visual aid should be what the name suggests: a visual which aids your audience in understanding your project. A few pointers:  
  - Avoid passing objects around during your presentation, as this can be distracting.  
  - Focus on pictures, charts or graphs rather than text. The board should be listening to you, not reading a screen. **Slides should have large scale images and titles only.**  
  - Make sure your visual has a purpose, and plan where it will serve your speech (illustrating a point rather than being an “add on” to the end).  
  - Remember that the goal of your visual is to help your audience understand and “visualize” the experience you underwent in your project. Options **may** include:  
    - PowerPoint (**remember-very little text!**)  
    - Foam-core or tri-fold board (print photos large enough to see from a distance!)  
  - If your project included creating something, make sure to bring that item to share with the board. |
## Boards Presentation Rubric

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time limit:</strong> 8-10 minutes for excellence; 7-11 for proficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction:</strong> The Speaker is in control. Opening statement is engaging, content is focused, and purpose is clear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research, expertise and application of learning</strong> are apparent through clear main points and appropriate supporting details. Terminology is used and explained. Self-discovery statements such as “I learned” and “I never knew” reflect the speaker’s growth.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Organization:</strong> Speech is logically ordered and transitions linking various parts make the speech easy to follow.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion:</strong> Major points reviewed, emphasis on student learning, final sentences make the speech seem complete.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Usage:</strong> Word choice is mature and precise.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Greeting and Eye Contact:</strong> Speaker shakes hands or greets the board and makes eye contact throughout the speech.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effective Speech Techniques:</strong> Speaker is poised. Rate, volume and gestures make speech easy to listen to. Filler words are minimal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dress and Appearance:</strong> Speaker’s dress is professional.</td>
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<td><strong>Visual/Audio aid(s):</strong> Smoothly integrated into presentation, easily visible or audible, relevant, and professional. Focuses primarily on images, is not overly wordy.</td>
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<th>IMPROMPTU</th>
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<td><strong>Impromptu skills:</strong> Answers are fluent and confident.</td>
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<td><strong>Quality of response:</strong> Answers reflect expertise.</td>
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**COMMENTS** are greatly appreciated by the students, especially if the “developing” column is marked. Students need to understand their strengths and weaknesses.
Advice for Boards Preparation

Presentation Arrangements
- What is the best way to present your project to your board?
- What kind(s) of AV equipment and technology do you want to use in your board? PowerPoints are highly recommended.
- You can count on having a podium, one easel, an In-Focus projector, a computer and an air mouse/clicker in the room. If you need any special or extra equipment, request it from the Senior Project Coordinator.
- If you are going to use a computer, do you have a current, unblocked log-in to the CHS computer network? If you want to use your laptop, have you checked with the senior project coordinator?
- If you are using a projector, a DVD or VHS, you should go to your scheduled classroom ahead of time to practice with the remotes and technology.
- If you have an unusual visual, such as an animal, a large object, or a car, have you notified the Senior Project Coordinator?

Presentation Visual(s) Criteria
- Any equipment needed for a Sr. Project (DVDs, special projectors, extension cords, etc.) must be reserved with the appropriate supplier (LIC, Theatre) AND tested at least one week before the event. No last-minute requests will be honored.
- The visual should be created by you—not someone else—and should be professional in appearance.
- To bypass technical difficulties with the internet, use screen shots or download websites.
- Photos clearly show the progress of your project, and are large enough to be seen from a distance (a minimum size of 5 x 7). Captions tell the "story" of your project and give insight into what you accomplished.
- Ensure that conventions are perfect.
- Minimal text-focus on pictures, graphs, charts, etc.
- Refer to all visuals in your presentation.
- If your project involves a car, an animal or another unusual item, discuss this with the senior project coordinator.

Plan Ahead: Organize Your Speech!
Your purpose is:
- to prove you are an expert on your project and related topics
- to explain the process—what happened as you worked
- to explain what you learned about yourself and how your project changed you
- to show you took responsibility for your project

Assemble your speech from what you have already done, by getting material from:
- Your Senior Project Proposal: task analysis
- Your Reflection and Self-Assessment: highlights of how you changed and what challenges you encountered
- Your Log of Hours/Mentor Verification Form: general subjective and objective information, comments from your mentor
- Any interesting, unique, or exciting events or discoveries as you worked on your project

What are you going to talk about?
Make sure to answer the following questions:
- How did you get from zero to the finished product?
- What emotions did you experience as you worked through the project? (Anger? Excitement? Pride? Frustration?)
• What problems did you encounter? (Money? Time management? Skill deficiencies?)
• Explain how you overcame challenges.
• What personal growth did you gain from the project? What self-knowledge did you gain?
• What knowledge of your topic did you gain?
• How did the project affect your plans for your future? Explain.
• What project advice would you pass on to next year’s seniors? Explain.
• Consider doing a little research to add pertinent quotes, details, statistics, anecdotes, or facts.

Now that you sort of know what you’re going to say, how are you going to say it?

• Follow the good speaker’s rule: tell them what you’re going to say, then say it, then tell them what you said.

• A great speech is written just like a great essay.
• Write an outline that arranges your material in an order that is logical and clear to the listeners.
• Put your best stuff at the introduction and the conclusion.
• Remember that you are now an expert and your board will probably not have the expertise you do.
• Explain terminology clearly and concisely.
• For the BEST RESULTS: write out your introduction and conclusion word by word and memorize them.

Sample Outline

I. Introduction

• Grab the attention of your board while being pertinent to your topic. **Don't** just start with your name!
• For a hook: a quotation, fact, dramatic reading, joke, survey or other audience participation, demonstration, or question
• It could discuss your general interest/background in the topic of your project, how you decided to do this project, or what your vision of this project was.
• Thesis: Make a clear, general point about what you did and learned.
• Pause after your thesis before you start the body of your speech.
• It should be no longer than 60 seconds.
• Write your introduction word for word and memorize it for a confident start.

II. Transitions throughout

• What will you say to let the listeners know you are switching from one part of your speech to the next?
• You may use “first, second, finally...” or “After I finished my ---, I started my ---.”

III. Project Arrangements and Procedure

• What did you actually do during all your hours?

IV. Problems and how you solved them; successes and how you achieved them

V. What you learned from your project

• Information from your research paper (if relevant) and observations on your project
• Comments of your mentor, an audience, or others who are familiar with your project

VI. Conclusion

• Clearly signal your conclusion is coming by pausing or saying “Overall” or “In conclusion.”
• You could discuss what you learned about yourself, how you handle challenges, how your project changed you, and/or the impact of your project on your future plans.
• Try to refer back to something from your introduction for a complete, full circle effect.
• Take no more than 30–45 seconds.
• Write your conclusion word for word and memorize it so your speech will have a definite, strong ending.
Speech Techniques
- Eye contact is extremely important. Practice often enough that you seldom or never need to look at your note cards. Better still, do without a note card. Remember your board has chosen to be here today to see students succeed. Since you need the reinforcement that their encouraging expressions will give you, look at them. True communication happens with the eyes.
- Timing devices are fine as long as they don’t ruin your eye contact or make noise during your speech.
- Posture: Stand proud! You have accomplished a great deal!
- You want your audience to pay attention to what you are saying, so avoid:
  - Gripping the podium--white knuckles are so unattractive.
  - Locking your knees--you’ve come too far to faint now.
  - Twitching, fidgeting, shaking, scratching, playing with hair or jewelry.
- Voice: Be loud enough to be heard and try to vary your pitch to avoid droning.
- Gestures: Use your hands to help make your point. Gestures should be natural and spontaneous, not choreographed and mechanical. Keep your hands out of your pockets.
- Practice your speech. Deliver your speech to your dog, to your mirror, to your friends...

Prepare the “Stage”
- Check the layout of your assigned room the day before you give your speech. Plan how you’ll move the furniture for the optimal usefulness.
- If you’re using technology, be sure everything works. In your assigned room, follow the entire process you will follow when you give your speech. Log in on the computer, use the remote(s) to turn things on, open up your PowerPoint, load your CD or DVD, check the volume, hit “play” to ensure it works.
- COME EARLY for your board speech; half an hour before your assigned time is best.
- It’s OK to use a timer of some kind, although be sure you know how to use it without distracting from your speech. If you use your cell phone, be sure it doesn’t ring, or turn off, during your speech.

Attitude
- Remember, there IS a safety net. Avoid the net by practicing your presentation until you are sure of it. Plenty of previous seniors have had to re-do their boards, yet they still graduated on time. Take your success seriously and be sure to pass by your third try.
- Be enthusiastic! If you do not communicate interest in your project, your board will not be as interested!
- Before your board, picture yourself successfully completing it. During your board, breathe deeply if you get flustered, and don't lock your knees.
- Avoid the "P" word in your presentation; most of your classmates procrastinated to some extent, and your board will not be impressed if you mention it. Discuss time management issues.
- Avoid saying things that convey a lazy or negative attitude, such as “I didn’t like doing my project” or “I waited forever for my mentor to call me back.”
- Yes, it was a long, tough process, but be positive! When you think about it, you probably did learn a lot. It's all right to be critical of the system, but be brief and constructive.

Board Speech Scoring
- Familiarize yourself with the “Boards Presentation Rubric” in this handbook.
- In order to be judged proficient, your speech must be 7 to 11 minutes long and the majority of your board needs to agree that your speaking skills are proficient in all areas on the rubric.
- In order to be judged excellent, your speech must be 8 to 10 minutes long with almost all of your board agreeing that your speaking skills are excellent in all areas on the rubric. If two judges agree that the same area is proficient, your speech is not excellent. If one judge does not agree with all the other judges in several categories, the rubric may be discounted.
The Camas School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its hiring, programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following employees have been designated to handle questions and complaints of alleged discrimination:

**Title IX Coordinator/Compliance Coordinator for 28A.640 and 28A.642 RCW**
Rita Pakenen  
Human Resource Director  
841 NE 22nd Ave.  
Camas, Washington 98607  
360-335-3000  
rita.pakenen@camas.wednet.edu

**Section 504/ADA Coordinator**
Dana Jones  
Director of Teaching, Learning, and Special Programs  
841 NE 22nd Ave.  
Camas, Washington 98607  
360-335-3000  
dana.jones@camas.wednet.edu

Please also see the following Board Policies and Procedures:

**For Students:**
3207: Prohibition of Harassment, Intimidation and Bullying  
3210: Nondiscrimination

**For Community:**
4220: Complaints Concerning Staff or Programs  
5010: Nondiscrimination and Affirmative Action

**For Staff:**
5010: Nondiscrimination and Affirmative Action  
5270: Resolution of Staff Complaints  
6590: Sexual Harassment  
Applicable Collective Bargaining Agreements