



Senior Project Handbook

Camas High School

Class of 2012



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The Senior Project Handbook and forms are available:

- in the CHS student sharing folder under “Senior Project.” Print “CURRENT PAGE” only!
- online at www.camas.wednet.edu/chs. Select “Programs” or “Students”
- online at www.camas.wednet.edu/chs/info/senior_project/handbook.pdf
- For maximum compatibility, this handbook is saved in Word 97-2003.

***I DO THE VERY BEST I KNOW HOW----THE VERY BEST I CAN;
AND I MEAN TO KEEP ON DOING SO UNTIL THE END."
~ABRAHAM LINCOLN***

SENIOR PROJECT GOALS

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. 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 TIME LINE 2011 – 2012

Assignment	Date Due	Comments
Senior Project Proposal due in required format	Tues., Oct. 4	
Parent Awareness Form due	Tues., Oct. 4	
Proposal should be approved. Email final draft of proposal to the Senior Project Coordinator: linda.barnes@camas.wednet.edu	Tues., Nov. 8	Proposals must be approved by this date or letters will be sent to parents.
Mentor/Student Agreement Form due Last date for meeting with administrators and paperwork for event/performance projects	Tues., Dec. 6	
Signed checkpoint due at teacher's discretion. Minimum of 5 hours done on project.	Tues., Jan. 10, 2012	Last day to change project topic w/o a formal letter.
Checkpoint #2 due. Minimum of 15 project hours	Thurs., Apr. 12	
Project finished on or before this date Signed Log of Hours Final Mentor Verification form Self-evaluation form Teacher evaluates project by May 8	Fri., Apr. 27	
Speech practice with required visual	During May	
Portfolio ◆ Your portfolio should reflect pride in yourself and your project. ◆ Cover shows name, teacher, and project title ◆ See the Portfolio Checklist for the list of required and optional components specific to your project. ◆ Correct spelling, grammar, punctuation, and formatting on all documents.	Tues., May 8	Seniors must turn in complete portfolios to be scheduled for boards.
Staff Portfolio Evaluation (redos may be required)	May 17 & 18	
SENIOR BOARDS	June 5 th , 6 th & 7 th	Seniors who do not pass their boards after three tries will receive an INC & a summer school recommendation.
Graduation	June 15 th	Congratulations!

**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.
- Any circumstances that will delay the completion of your project must be cleared by your English teacher and the senior project coordinator.
- All minimum requirements for the project apply to magnet students. Magnet students should check with their magnet instructors for alternative or additional assignments.

SENIOR PROJECT OVERVIEW

RESEARCH PAPER: YOU BECOME AN EXPERT ON YOUR TOPIC

- ◆ Notecards may be required by the teacher.
- ◆ original research without plagiarism
- ◆ minimum of 1500 words long to be eligible for a “Proficient” rating, excluding works cited. Papers under 1500 words will scored “Developing.” For a possible excellent rating, 2000 to 2500 words are required.
- ◆ One re-write is allowed after the teacher-edited draft to earn an excellent.
- ◆ no more than 20% of the paper in direct quotations
- ◆ Papers are written to an analytical thesis. No reports, procedures, biographies, histories or compare/contrasts
- ◆ A minimum of six reputable sources must be used in the paper and appear on the works cited. No more than 50% Internet sources. One hardcover or electronic general encyclopedia may be used and cited, but will not count as a source.
- ◆ Follow the MLA Guidelines from the CHS Library Information Center.
- ◆ No junior research papers, sophomore persuasive papers or papers written by others will be accepted.

The Senior Project Advisory Board, the Coordinator, and your English teacher must approve your idea for the physical project before you start logging your hours.

PHYSICAL PROJECT: YOU DO OR CREATE SOMETHING

- ◆ The physical project involves "stretching" out of your comfort zone.
- ◆ Your mentor should verify a minimum of 20 hours; 40 for a possible excellent.
- ◆ Mentors are strongly recommended; choose a person with expertise in your area.
- ◆ A log of hours with mentor verification is required by the “Project Finished” date, but you may work on your project and continue to log hours until your project is scored.
- ◆ None of the senior project hours can take place during school hours.
- ◆ **Photo documentation is required for all projects.**
- ◆ Job shadowing/volunteering/community service is encouraged. Research on the job or the organization is required and you must spend a minimum of 20 hours actively helping or job-shadowing on site and complete a job-shadow or volunteer notebook.
- ◆ Performance/event projects require a meeting with the Senior Project Coordinator and the ASB Advisor/Associate Principal by Dec. 6th. You will also need to fill out paperwork and if your project involves money, you will need to make arrangements with the ASB treasurer.
- ◆ One standard 3-ring binder is needed for the portfolio.
- ◆ Your board date and time is scheduled only when your complete portfolio is received.

BOARD PRESENTATION: YOU TELL THE BOARD WHAT YOU HAVE LEARNED

- ◆ visual(s) must be completed for the practice speech unit in May
- ◆ eight to ten minutes in length for excellence, seven to eleven minutes for proficiency, followed by an impromptu question period
- ◆ reflects the learning, project activities, and the process you went through
- ◆ effective organization and speaking skills are demonstrated

SENIOR PROJECT OVERVIEW

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. 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.
- ◆ **Partner projects** are highly discouraged. If one person becomes seriously ill or injured, moves away, or is unreliable, that could jeopardize the other person's project.
- ◆ **If the project clearly requires** two people to be successful:
 - ◆ You must both write separate proposals. In your proposals, state the name of the partner and explain exactly which parts of the project each of you is going to be responsible for. For example, two people could stage a weekend soccer clinic. One person fills out paperwork, finds sponsors, arranges advertising, designs the t-shirt and conducts sign-ups while the other works with a mentor to plan the drills, activities, organization, and adult supervision. Then one leads the clinic and the other helps.
 - ◆ In their proposals, both partners must acknowledge that their partnership may be a problem with wording like this: "I understand that if my partner fails to complete his/her part of the project for any reason, my project may be jeopardized. In that case, I will inform my teacher and the Sr. Project coordinator ASAP and work with them to complete my part of the project."
- ◆ 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 10, 2012 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 INC 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.**

*"First comes thought,
then organization of that thought into ideas and plans;
then transformation of those plans into reality.
The beginning, as you will observe, is in your imagination."
---Napoleon Hill*

SENIOR PROJECT IDEA GENERATOR

Remember to choose something that interests, challenges and inspires you!

Animals: See “A Volunteer/Community Service Project”

Train a service animal

Observe, record, and analyze the habitat and habits of a species of wildlife

Volunteer at the Humane Society and write a “How to Adopt a Pet” pamphlet

Visual and Performing Arts: You must have an audience. See the “Performance or Event Project” page for details.

Paint a series of paintings or a mural and have a show or unveiling

Write and illustrate a graphic novel or screen play and present it to the Lit. Lovers Club

Design the floral arrangements and decorations for an event

Create a photography portfolio and have a studio show

Plan, stage and perform in a concert, comedy or dance show

Select and perform soliloquies or sonnets

Design the costumes and set for a period piece or puppet show

Write an original piece or do an original arrangement of a piece for the Jazz Band

Business: See the “A Job-shadow Project” for details.

Learn Japanese cooking and cook a meal for ten

Invent something handy and develop your own marketing plan

Job-shadow a medical secretary and create a dictionary of most used medical terms

Early Childhood

Make toys or a game or rehabilitate worn-out bicycles or write a children’s book

Make a quilt and present it to a family shelter

Shadow an employee at a social service agency and create an awareness campaign

Computers

Write a computer game

Design an electric motor

Rebuild a mother board and write a program

Draw a CAD plan of something, make a model and apply for a patent

Education

Job-shadow a teacher and teach a lesson

Teach a community education class in an area of your expertise

Become a junior leader in a club or organization, plan and lead meetings

Fashion

Stage a fashion show for your own designs

Design and sew your prom dress

Design and sew a "flapper" dress or an article of clothing from another era

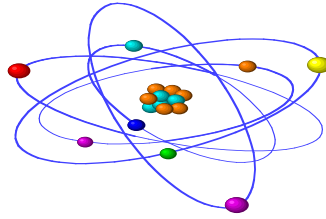
SENIOR PROJECT IDEA GENERATOR

Volunteering/Community Service: See “A Volunteer/Community Service Project”

- Volunteer at a homeless shelter and write an awareness pamphlet
- Build and set up a park bench
- Landscape and plant a neglected public area

Math/science

- Design and build a waterfall and have a landscape designer assess it
- Research the specs and build a scale model of a cruise missile
- Build and use weather-forecasting instruments and keep track of the weather
- Work with the city and county to develop an action plan for Lacamas Lake



Medicine

- Job-shadow a dentist and write a humorous booklet to ease fears
- Take a medical terminology class and write a forensic short story
- Volunteer in a health care facility and make a job-shadow notebook
- Write, produce and present a song or one-act play about drug abuse

Recreation and Sports: See the “Physical Fitness Project” for details.

- Rate snowboard slopes and facilities and produce an informative pamphlet
- Design a personal diet and fitness regime and mentor another person
- Coach a children’s team
- Gather and organize stress-reduction activities and implement them with a group of people



Religion/philosophy/thought:

- Make a wing dress and wear it as you dance a Native American dance
- Attend churches of different denominations, interview the church leaders, and write a tract
- Film, produce and present a short film about the future of mankind

Social Issues:

- Volunteer at a retirement/nursing home and perform a skit or song for them.
- Research and write a handbook on what to do if a teen is arrested for various crimes.
- Volunteer at Teen Talk or another crisis center and write a poem about the experience.

CHOOSING YOUR PROJECT ~ Project Considerations

1. Boundaries

- ◆ "No Feet off the Ground" Rule. Find a way to do a safe project.
- ◆ Projects must include a challenge or some way in which you go out of your comfort zone.
- ◆ Projects should be completed by April 27 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.
- ◆ No more than two students are allowed to work together on a project. See the Policies page for specific instructions.
- ◆ 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.

Activities not covered by district insurance or not allowed by CHS administration:

Air or flight activities	Foreign travel without a district employee as a chaperone
Motorized races and contests	Firearms or weapons of any type
Watercraft over 26 feet in length	Tattooing or piercing
Whitewater rafting and jet skis	

The following activities are discouraged, but may be approved if certain conditions are met:

Amusement park activities	Water activities
Animal activities	Wilderness activities
Skating	

Finally, other activities to avoid:

After-school open gym	Mosh pits
Bonfires	Paintball or laser tag
Building or firing rockets	Running on/near road or on wilderness trails
Bungee jumping	Shooting firecrackers
Glass blowing	Trampolines
Haunted houses or private parties	Wild West shows

CHOOSING YOUR PROJECT ~ Project Considerations (continued)

2. Early Approval

To get your project proposal approved before the regular October date, you will need to write your proposal, submit it to the Senior Project Coordinator, and meet the following conditions:

- ◆ You must have a valid reason why you need to start your project early.
- ◆ You must do over 40 hours of project work, and 20 hours must be during the school year, but not during the school day.
- ◆ Any hours spent on your project prior to its approval will not be counted.

3. 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 you'd like to take?
- ◆ Are you in Science Olympiad or Mock Trial?
- ◆ Class requirements do not count as senior projects.
- ◆ 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 four months after you start it?

4. The Challenge

- ◆ The project must be challenging to you in some way and take you out of your comfort zone.
- ◆ Merely spending time doing your project is not 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.

5. Questions to Consider When You Have Chosen a Project

- ◆ What are potential resources? Consider books, magazines, and primary sources such as experts in your topic and staff members.
- ◆ 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.
- ◆ List everything you know about your topic.
- ◆ List everything you need to know about your topic.

CHOOSING YOUR PROJECT ~ Project Considerations (continued)

- ◆ 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 involves a performance or event, when will it be scheduled and how will you publicize it? Who will you invite? How comfortable are you performing in front of others?
- ◆ If your project seems too ambitious and time-consuming, how can you reduce its scope?

6. Writing Your Proposal

- ◆ **Your proposal is a contract** you will be expected to fulfill.
- ◆ Follow the format.
- ◆ 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 steps for your project.
- ◆ In the "Final Product" section, be specific about what you will do or make to show your board. If you are job shadowing or volunteering, see "A Job-Shadow Project" or "A Volunteer/Community Service Project" page for requirements and ideas.
- ◆ Be sure to address any safety concerns and expense issues.

7. Proofs Other Than a Log of hours: Your Visual(s)

- ◆ If possible, show your project to your teacher for scoring and to your board if possible.
- ◆ Provide a photo display of your experience and/or completed performance evaluation forms.
- ◆ Design a visual that exhibits quality, effort, and professionalism
- ◆ Take photos or videos of the beginning, middle stages, and completion of your project. Be sure you are in them.

8. 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.

Whatever you can do, or dream you can, begin it.
 Boldness has genius, power, and magic in it.
 ~Johann Wolfgang von Goethe

CHOOSING YOUR PROJECT ~ Senior Project Mentorships

Mentors are strongly advised for senior project; at the very least they will need to verify your hours. Ideally, mentors are over 25 and not 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.

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
- ✓ Fellow students don't have the experience to be good mentors.

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 mentor verification form.
- ◆ Ask your mentor to evaluate your performance or give you an interview if you are job shadowing or volunteering.
- ◆ Set up the next meeting at the end of each meeting. Then call, text, or e-mail the day before to verify.

AFTER THE PROJECT

- ◆ Make sure that your mentor fills out the final Log of Hours and Mentor Verification form.
- ◆ A verbal thank you is always appreciated, but a written thank-you note would be appreciated even more, and if you're doing a job shadow or a volunteer project, it's required.

CHOOSING YOUR PROJECT ~ A Physical Fitness Project or a Room Remodel

A Physical Fitness Project is a great way to improve your health and habits!

- Since your project is unique, this list will not include all the steps required for your fitness project. It is up to you to develop a challenging project.
- To earn an excellent score, you must have **40** hours verified by your mentor.
- Before and after photos are required.
- Establish concrete fitness and dietary goals, *e.g.* doing a certain number of reps or losing a certain amount of weight.
- Record your dietary and fitness levels once a week with photographs and measurements. Present this information to your board.
- FINAL EVALUATION: Prove that you have mastered your project goals by one of the items below:
 - Getting certification
 - Having your mentor assess you before and after
 - Competing
 - Formally teaching your mentor or a class one of the skills you have mastered
 - Videotaped instructions or a step-by-step demonstration
 - Photo album or slide show of the skills mastered
- Formalize your data, observations and experiences and include them in your portfolio.

A Room Remodel lets you personalize your environment

- Since your project is unique, this list will not include all the steps required for your fitness project. It is up to you to develop a challenging project.
- To earn an excellent score, you must have **40** hours verified by a mentor.
- Before and after photos are required
- You must show evidence of planning and be able to explain the decorating decisions you made.
- In order to show a challenge, you must learn and use at least **two** of the skills listed here:

painting	sewing	plastering
carpentry	building/assembling	carpet laying
wallpapering	weaving	refinishing
mortaring	restoring	knitting
quilting	framing & mounting pictures and/or photos	
- Formalize your data, observations and experiences and include them in your portfolio.

***"I DO NOT THINK THERE IS ANY OTHER
QUALITY SO ESSENTIAL TO SUCCESS OF ANY KIND
AS THE QUALITY OF PERSEVERANCE. IT OVERCOMES ALMOST
EVERYTHING, EVEN NATURE."***

---John D. Rockefeller

CHOOSING YOUR PROJECT ~ A Performance or Event Project

A Performance or Event Project displays your creative talents (shows, meals, teaching lessons, fund-raisers, learning to play an instrument)

- Since your project is unique, this list will not include all the steps required for your performance or event project.

Event Management Checklist

- _____ **required meeting** with the senior project coordinator and the ASB Advisor/Associate Principal to complete the appropriate paperwork. whether you plan to perform or stage an event **on or off** the CHS campus
- _____ paperwork turned in and project approved
- _____ **required final clearance for your project from the senior project coordinator and the ASB Advisor/ Associate Principal**
- _____ plan initial aspect of the event
- _____ contact potential volunteers and adult supervisor
- _____ organize and hold a planning session with volunteers
 - delegate responsibilities and duties
 - brainstorm all possible needs related to the event
 - cash box needed? Fill out required paperwork with ASB treasurer.
- _____ make any paperwork changes as needed after your planning session
- _____ follow through to be sure volunteers are completing their assigned tasks
- _____ check the school calendar to verify your date throughout your project
- _____ publicize the event as thoroughly as possible. Issue invitations to your English teacher and the senior project coordinator
- _____ make an evaluation form for the participants. Ask the participants or audience to assess some of the following areas: effectiveness of advertising for the event; quality of presentation; organization; professionalism of playbill, program, menu or any handouts; other applicable criteria (you decide what they are); and comments

Model Evaluation Form (adapt as needed)

Please fill this out after the (performance/event) and give it to the student. Thank you for participating in my senior project. Your cooperation and comments are valued.

Date of (kind of event) _____ Student _____

Location and time of presentation _____

Evaluator _____ Contact info _____

CHOOSING YOUR PROJECT ~ A Performance or Event (continued)

Model Evaluation Form for a Photography or Art Project (adapt as needed)

Rate each photo on a scale of 1 to 10 with 10 being. . .
 Your favorite image is . . . Why?
 Your least favorite image is: . . . Why?
 Overall impact of

- _____ distribute the evaluation form to the audience and collect them after the performance/event.
- _____ include selected evaluation forms in your portfolio.
- _____ refer to the evaluation forms and what you learned from them in your board speech.
- _____ hold a final organizational meeting with volunteers
 - assign tasks
 - discuss safety concerns
 - get contact info from all people if you have not already done so
 - deliver main intent of the event
 - assign a second in command to problem solve if you are too busy
- _____ last-minute reminders to participants and volunteers

ON THE DAY OF THE EVENT

- _____ set up the event
- _____ be sure all materials are on hand
- _____ stage the event
- _____ tear down and clean up of the event
- _____ lock things up, return keys and borrowed items
- _____ thank-you letters to everyone who helped



THE SENIOR PROJECT PROPOSAL (Please use this format)

- General (page 24) Job-shadow (page 25) Volunteer (page 26)
 Event/performance (pages 14-15) Room remodel (page 13) Physical fitness (page 13)

Student # & teacher letter Approval of senior project coordinator _____ Date:

Date: Signature of senior English teacher _____ Date:

1) Project Description. Your project, purpose, and goal(s). Be as specific and concrete as you can. If you think your project will not be completed by April 27, explain here.

2) A mentor and/or a contact person or persons who will verify hours. This person should not be under 25 years of age.

Name:

Relationship to me:

Phone number/e-mail:

Mentor's area of expertise or reason why you don't need a mentor:

Signature of teacher named as mentor _____ Date:

3) Project Task Analysis. List at least five steps needed to complete the project:

4) Final Product. What will you show your board?

5) What is your previous experience in this area?

6) Why is this project a challenge for you? What else do you want the Advisory Board to understand about your project?

7) How will you preserve the integrity of your research paper and project?

8) Extra notebooks, required meetings, paperwork, or other requirements for your kind of project:

_____ (student's number)

THE SENIOR PROJECT PROPOSAL (Sample)

- General (page 24) Job-shadow (page 25) Volunteer (page 26)
 Event/performance (pages 14-15) Room remodel (page 13) Physical fitness (page 13)

38015 R Approval of senior project coordinator _____ Date:

Date: Oct. 4-2011 Signature of senior English teacher _____ Date:

1) Project Description, purpose and goals:

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) My mentor is Mrs. Katie Long, a research coordinator for Waste Connections in Vancouver. She is not related to me. Her number is 360-555-3132.

3) Project Task Analysis:

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:

I will use powerpoint to show my board the data from the garbage audits and my analysis of effective awareness strategies. I will also show my board the posters I designed.

5) My 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) The challenge and other considerations for the Advisory Board:

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) My understanding of the integrity of senior project:

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

8) Extras: I understand that I will need to have my posters approved by the ASB.

_____38015_____ (student’s number)

THE SENIOR PROJECT PROPOSAL ~ A 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 "Considerations" pages 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 is the contact's name and phone number, and 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 Are the mentor's name, position/qualifications and phone number listed? If it is a parent/mentor, is there a clear reason why that particular person should be the mentor and not someone with more expertise?

YES NO If the student does not have a mentor, is it clear why the project does not require a mentor?

3) Project Task Analysis:

YES NO The student lists at least five steps for his/her project.

YES NO If the project seems to be a job-shadow, volunteer, or event or performance, the appropriate box at the top is checked and the task analysis includes a notebook or performance evaluation items.

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, performance video a tri-fold poster.)

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 require any extra components? Are they listed?

Project denied _____ Project needs revision _____ Project approved _____

Comments:

DOCUMENTING YOUR PROJECT ~ The Parent Awareness Form

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:

- General (page 24)
- Job-shadow (page 25)
- Volunteer (page 26)
- Event/performance (pages 14-15)
- Room remodel (page 13)
- Physical fitness (page 13)

◆ A mentor is strongly recommended for this project.

○ The mentor/contact person for the project will be _____

_____ (business name)

_____ (address)

_____ (phone number/email)

Relationship to student _____

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

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 _____

DOCUMENTING YOUR PROJECT

Senior Project Mentor/Student Agreement

This side to be filled out 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 read the pages in the Senior Project Handbook titled "Senior Project Mentorships." Then fill out this page, arrange a meeting with your mentor, and fill out the back page together.

1) Describe your project _____.

2) What is your mentor's expertise in the area of your project? If you have no mentor, why don't you need one? Who will verify your hours and how will that happen?

3) Identify specific information and/or skills you will need to obtain from your mentor. Attach a separate piece of paper if more room is needed:

4) Number of times you think you should 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.

DOCUMENTING YOUR PROJECT

Senior Project Mentor/Student Agreement

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

- Thank you, dear mentor, for helping this senior with his/her project!
- Please read the student's plan on the 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:

As of this date, I can verify _____ hours have been completed on this project.

Mentor's signature: _____ Date: _____

DOCUMENTING YOUR PROJECT ~ Log of Hours & Final Mentor Verification
(To be included in the portfolio)

- 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.

<u>DATE</u>	<u>DESCRIPTION</u>	<u>Hours: Minutes</u>	<u>MENTOR/ CONTACT INITIALS</u>
	In this space, include <u>specific details</u> of the work you are accomplishing on your project. Use as many lines as is needed. Discuss the day’s challenges and your emotions. See the paragraph format for an example. Each row of boxes represents one work session.		
Sample entry: March 31, 2012	Tonight I made posters to advertise recycling. Before I started I wrote down what I wanted to put on the posters and my friend checked my spelling. I chose poster board in neon colors so they would be noticeable, but then the poster paints looked wrong so I tried markers. Much better! My mother says the posters are eye-catching. I’m glad I got this part of my project done since I’m not artistic. Tomorrow I’ll take the posters up to Mrs. Anderson’s office for approval so I can post them around the school.	6:45 to 7:30 pm/ 45 minutes	<i>BFF</i>

- **post the total hours on last page of your log!**

Final Mentor Verification	
Mentor’s signature _____	Date _____
Total hours you can verify _____	Total project hours _____
Job title/relationship to student _____	
Mentor comments <u>(Add more lines so your mentor can go into detail.)</u> _____	

FINALIZING YOUR PROJECT ~ The Project Self-evaluation

To be typed and included in the portfolio. To make a great first impression on your board, please check spelling, grammar, punctuation, and use this format.

SENIOR PROJECT SELF-EVALUATION

Name	Date	Teacher
1. In at least 25 words describe your project and your paper:		
2. Fill in the blanks:		
A. Estimated total hours spent on project _____		
B. Estimated total steps involved in your project _____		
Step 1: _____		
Step 2: _____		
Step 3: _____		
Step 4: _____		
Step 5: _____		
C. Date started: _____		
D. Date completed: _____		
E. List materials used: _____		
3. 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?		
4. Describe the problems and/or challenges you encountered as you completed this project. Consider physical, time management, emotional, and intellectual challenges.		
5. How did you handle these problems and/or challenges?		
6. List at least three personal satisfactions or knowledge you gained from this project.		
7. 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.		
8. What comments about your project have you heard from students, parents, teachers, or community members?		
9. How do you feel your project would compare to other similar projects? Explain.		
10. Is your project original or creative in any way? If yes, explain how.		
11. If given the opportunity, what would you do differently now that you speak from experience?		
12. Beyond the project itself, what did you learn about yourself?		
13. What <u>letter</u> grade would you give yourself for your project? Justify your grade in at least 25 words.		
14. What are you planning to do next year? What have you done (taking certain classes, applying to colleges, choosing your particular senior project) to realize your plan?		

FINALIZING YOUR PROJECT ~ The Job-shadow Portfolio Checklist

- You must spend a minimum of **20** hours on the job site verified by a mentor; to earn an excellent score, you must spend **40** hours on the job site verified by a mentor.
- Time spent researching the career and completing the tasks below count as project hours but not as on-site hours.

Name of Student _____ **Date** _____

All these items must appear in the portfolio in this order. They should be final drafts.

- _____ 1) Portfolio front cover: Name, teacher's name, and project title
- _____ 2) a blank copy of the Portfolio Evaluation Form AND a blank copy of this checklist
- _____ 3) an updated résumé
- _____ 4) the final draft of your college admissions essay or personal statement
- _____ 5) Senior Project Proposal, including any amended proposals
- _____ 6) Senior Research Paper
- _____ 7) Project Self-evaluation
- _____ 8) Log of Hours with total hours and Final Mentor Verification form
- _____ 9) Project Evaluation form
- _____ 10) job title; duties performed; hours; average salary; work conditions; education, training, certification(s) and other requirements for getting the job; entry methods (jobs that could lead to this career that don't required special training, schooling, or skills); employment outlook for the future and advancement opportunities. Cite your source(s).
- _____ 11) photos showing you "on the job" with your mentor(s). Add captions to I.D. people and places.
- _____ 12) the transcript of at least ten interview questions you wrote and your mentor's answers, including the professional profile of your mentor, i.e. years on the job, preparation and training, advancement history, hardest part of the job, most enjoyable, etc.
- _____ 13) application of the knowledge you have gained by doing **ONE** of the following:
 - a report on how you helped your mentor arrange an event or prepare for a part of his/her job
 - a transcript of an interview with a second person doing the same or a similar job
 - a hour-by-hour schedule for one day on the job
 - a newspaper opinion article explaining what the public should understand about this job
 - a "day in the life" journal from your mentor's point of view
 - a job-appropriate activity you and your mentor selected that you completed
- _____ 14) a thoughtful assessment of your traits, skills and abilities, work values, temperament and interest in this career. Now that you have explored it, is this job right for you? Why or why not?
- _____ 15) a copy of the thank-you letter or email you gave/sent to your mentor

FINALIZING YOUR PROJECT~The Volunteer/Community Service Portfolio Checklist

- You must spend a minimum of **20** hours on the job site verified by a mentor; to earn an excellent score, you must spend **40** hours on the job site verified by a mentor.
- Time spent researching the career and completing the tasks are project hours but not on-site hours.

Name of Student _____ **Date** _____

- _____ 1) Portfolio front cover: Name, teacher's name, and project title
- _____ 2) a blank copy of the Portfolio Evaluation Form AND a blank copy of this checklist
- _____ 3) an updated résumé
- _____ 4) the final draft of your college admissions essay or personal statement
- _____ 5) Senior Project Proposal, including any amended proposals
- _____ 6) Senior Research Paper
- _____ 7) Project Self-evaluation
- _____ 8) Log of Hours with total hours and Final Mentor Verification form
- _____ 9) Project Evaluation form
- _____ 10) the mission statement or primary goal of your organization; how, when and by whom your organization was founded; approximate number of employees and volunteers; the scope of your organization (local? global?); who or what your organization benefits; the services or activities your organization provides; and how your organization gets volunteers, goods and/or money. Cite your source(s).
- _____ 11) photos showing you volunteering and serving with your mentor(s). Add captions.
- _____ 12) the transcript of at least ten interview questions you wrote and your mentor's answers, including the reasons why your mentor is involved with the organization, length of service, training and preparation, hardest part about serving, the rewards of serving, etc.
- _____ 13) application of the knowledge you have gained by doing **ONE** of the following:
- a report on how you helped your mentor arrange an event or prepare for a part of his/her duties
 - a transcript of an interview with a second person doing the same or similar volunteer work
 - a transcript of an interview of one of the recipients of the service
 - a "day in the life" journal from your mentor's or a recipient's point of view
 - a list of recommendations on ways and means for improving the effectiveness of the organization
 - a newspaper opinion article urging people to volunteer, serve, or donate money to this cause
 - an informational brochure for future volunteers
 - an appropriate activity you and your mentor selected that you completed
- _____ 14) a thoughtful assessment of your experience with the organization and your own traits, skills and abilities, work values, temperament and interest in this area. Will you continue to volunteer or serve in this way? Why or why not?
- _____ 15) a copy of the thank-you letter or email you gave/sent to your mentor

BOARD PREPARATION ~ Presentation Arrangements and Visual Criteria

The Philosophy of the Board Speech: Your Board Presentation should be the peak 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. Enjoy!

STEP ONE: 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 infocus projector, a computer and an airmouse/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?

STEP TWO: 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.

- ◆ Created by you--not someone else
- ◆ Professional in appearance
- ◆ To bypass technical difficulties with the internet, use screen shots or download websites
- ◆ A project you created may serve as a visual
- ◆ 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) or mounted neatly in a photo album. Captions tell the "story" of your project and give insight into what you accomplished
- ◆ Conventions are perfect
- ◆ 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.

"Success is always easy to measure.

It is the distance between one's origins

And one's final achievement..."

~Michael Korda

BOARD PREPARATION ~ Organize and Write Your Speech

STEP THREE:

- ◆ 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 Self evaluation: 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

CONTENT: What are you going to talk about? Answer the following questions:

1. How did you get from zero to the finished product?
2. What emotions did you experience as you worked through the project? (Anger? Excitement? Pride? Frustration?)
3. What problems did you encounter? (Money? Time management? Skill deficiencies?) Explain.
4. What personal growth did you gain from the project? What self-knowledge did you gain? What knowledge of your topic did you gain?
5. How did the project affect your plans for your future? Explain.
6. What project advice would you pass on to next year's seniors? Explain.
7. Consider doing a little research to add pertinent quotes, details, statistics, anecdotes, or facts.

ORGANIZATION:

- 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.
- FOR the BEST RESULTS: write out your introduction and conclusion word by word and memorize them.

Practice!

BOARD PREPARATION ~ Organize and Write the Speech (continued)

Sample Outline

I. Introduction

- ◆ Grab the attention of your board while being pertinent to your topic.
- ◆ For a hook: a quotation, fact, reading, dramatic, 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

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 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.
- ◆ Try to leave the audience thinking.
- ◆ 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.



BOARD PREPARATION ~ Using Your Visual(s) and Speech Techniques

STEP FOUR: Using Your Visual(s)

Plan the use of your visual(s). Your visual must be made by you and look professional. Where will your visual fit into your speech?

- Avoid passing items around during your speech since that will distract your board.
- Plan to face your board at all times. You should not sit at the computer.
- Visuals should never hide your face, and you should never stand between your visuals and your board.
- You may have a video no longer than 1.5 minutes if you don't talk during it or 2 minutes long if you pause the video and discuss a certain shot.
- Powerpoints should not contain your speech outline or text. Show brief captions only and avoid unnecessary slides.
- A montage of photos (several photos that change automatically) can be fine but may be distracting. Students planning to do this should have it ready for their practices in class so they can get advice on whether it is effective.

Any equipment needed for a Sr. Project (DVDs, projectors, extension cords, etc.) must be reserved with the appropriate supplier (Library, Theatre) AND tested at least one week before the event. No last-minute requests will be honored.

STEP FIVE: Speech Techniques

1. Eye contact is **extremely** important. Practice often enough that you seldom or never need to look at your notecards. Better still, do without a notecard. 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.
2. Timing devices are fine as long as they don't ruin your eye contact or make noise during your speech.
3. Posture: **Stand proud!** You have accomplished a great deal!
4. 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.
5. Voice: Be loud enough to be heard and try to vary your pitch to avoid droning.
6. 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.
7. **Practice your speech.** Deliver your speech to your dog, to your mirror, to your friends.

BOARD PREPARATION ~ The Impromptu and Staging

STEP SIX: The Impromptu

Once you have delivered your conclusion, the board gets to ask you questions. Of course there is no way to know what your board will ask you, but you can make some educated guesses. That process will provide you with the confidence and clear-headedness to answer any queries. Prepare by answering the following brainstorm questions:

1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have that might spark interest?
4. What controversial topics, if any, do you touch on?
5. What inspired you to choose this topic?
6. Who helped and how?
7. How did you finance it?
8. How much time did you spend on each stage?

STEP SEVEN: Prepare the “Stage”

1. 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.
2. 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” and be sure everything works smoothly.
3. **COME EARLY** for your board speech; half an hour before your assigned time is best.
4. It’s OK to use a timer of some kind, although your board might think you don’t know how long your speech is. If you use your cellphone, be sure it doesn’t ring.

***If a (person) has done his/her best,
what else is there?***

~George S. Patton

BOARD PREPARATION ~ Appearance, Attitude and Scoring

STEP EIGHT: Dress for success and think positive.

Choose what you'll wear well ahead of time and be sure attire is clean, ironed, and neat. If you have multiple piercings, remove extra rings or studs so they are not obvious or cover them with face make-up.

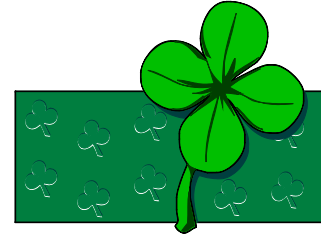
- ◆ Costumes, uniforms, or job-related clothing pertinent to your project may be worn as long as the No Bare Zone is covered. In the business world, no one knows the color of your underwear!

Gentlemen should wear

- ◆ nice slacks and button-down shirts with ties or sweaters
- ◆ sports jackets or suits
- ◆ no jeans or sagging

Ladies should wear

- ◆ dresses with stockings (no mini-skirts)
- ◆ dressy slacks
- ◆ pant suits or dress suits
- ◆ no bare midriffs, low necklines, or thin straps



Good luck!

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! Hopefully, you chose a topic that interested you, so show your interest.
- ◆ 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.
- ◆ **Breathe!**

Board Speech Scoring

- ◆ Familiarize yourself with the "Presentation Evaluation Form" in the back of 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. An A grade on your speech does not mean it is excellent.

PROJECT EVALUATION FORM

Student _____ Date _____ SCORE E P U

Project title _____ Teacher _____

USE OF TIME	<p>EXCELLENT</p> <ul style="list-style-type: none"> • A minimum of 40 hours • Demonstrates consistent, efficient, thoughtful use of time 	<p>PROFICIENT</p> <ul style="list-style-type: none"> • Meets or exceeds minimum requirement of 20 hours • Demonstrates time management skills 	<p>UNACCEPTABLE</p> <ul style="list-style-type: none"> • Has fewer than 20 hours • Lacks evidence of time management
<p>VERIFICATION ITEMS</p> <ul style="list-style-type: none"> • Proposal • Parent awareness • Signed Checkpoint • Log of hours & Mentor Verification • Other required assignments 	<p>EXCELLENT</p> <ul style="list-style-type: none"> • Student is self-directed and turns in all verification items on time • Items are thoughtfully and neatly written and organized. 	<p>PROFICIENT</p> <ul style="list-style-type: none"> • Student turns in items after a reminder or a few reminders from the instructor • Items are legible and organized. 	<p>UNACCEPTABLE</p> <ul style="list-style-type: none"> • Student does not turn in verification items unless constantly reminded by the instructor • Student does not turn in verification items.
QUALITY	<p>EXCELLENT</p> <ul style="list-style-type: none"> • Superior effort or craftsmanship, and attention to detail • The project is well organized • The project reflects pride • Student can explain how the project is excellent • A challenge is evident 	<p>PROFICIENT</p> <ul style="list-style-type: none"> • Good effort and attention to detail • The project is organized • Student can explain how the project is proficient • A challenge is evident 	<p>UNACCEPTABLE</p> <ul style="list-style-type: none"> • Little or no effort evident • Student overlooks details • The project is disorganized • No challenge is evident
PROBLEM SOLVING	<p>EXCELLENT</p> <ul style="list-style-type: none"> • Uses appropriate problem-solving skills to overcome difficulties • Persists until problems are solved • Seeks advice or help when needed • Consults other sources to find solutions. • Explores new ideas or creative solutions 	<p>PROFICIENT</p> <ul style="list-style-type: none"> • 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 	<p>UNACCEPTABLE</p> <ul style="list-style-type: none"> • 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

COMMENTS:

PORTFOLIO EVALUATION FORM

- General (page 24) Job-shadow (page 25) Volunteer (page 26)
 Event/performance (pages 14-15) Room remodel (page 13) Physical fitness (page 13)

Student _____ Date _____ English teacher _____

Project Title _____

Pass _____ Redo Required (explain) _____

<p style="text-align: center;">ORGANIZATION</p>	<p style="text-align: center;">EXCELLENT</p> <ul style="list-style-type: none"> • All required documents are present according to appropriate checklist • Cover includes name, teacher’s name, and project title • Documents are ordered according to the checklist provided • Student has added organizational features such as a table of contents and divider pages 	<p style="text-align: center;">PROFICIENT</p> <ul style="list-style-type: none"> • All required documents are present according to appropriate checklist • Cover includes name, teacher’s name, and project title • Documents are ordered according to the checklist provided 	<p style="text-align: center;">UNACCEPTABLE</p> <ul style="list-style-type: none"> • One or more required documents are missing according to appropriate checklist • Cover does not include name, teacher’s name, and project title • Documents are not ordered according to the checklist provided
<p style="text-align: center;">APPEARANCE AND QUALITY</p>	<p style="text-align: center;">EXCELLENT</p> <ul style="list-style-type: none"> • Overall look is very professional and well-crafted with details appropriate to the individual project • 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., are included which add to the overall presentation of the portfolio and are relevant to the project 	<p style="text-align: center;">PROFICIENT</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">UNACCEPTABLE</p> <ul style="list-style-type: none"> • 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 • One or more documents are handwritten
<p style="text-align: center;">CONVENTIONS</p>	<p style="text-align: center;">EXCELLENT</p> <ul style="list-style-type: none"> • No errors in spelling, capitalization, or punctuation are present in documents • All documents are final, edited drafts without comments and/or marks 	<p style="text-align: center;">PROFICIENT</p> <ul style="list-style-type: none"> • Very minor errors in spelling, capitalization, or punctuation are present in documents • Almost all documents are final, edited drafts without comments and/or marks 	<p style="text-align: center;">UNACCEPTABLE</p> <ul style="list-style-type: none"> • 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

Comments:

PRESENTATION EVALUATION FORM

Student _____ Date _____
 Project _____ Speech length _____

CONTENT**Excellent Proficient Developing**

Time limit: 8-10 minutes for excellence; 7-11 for proficiency			
Introduction: The Speaker is in control. Opening statement is engaging, content is focused, and purpose is clear.			
Research, expertise and application of learning 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.			
Organization: Speech is logically ordered and transitions linking various parts make the speech easy to follow.			
Conclusion: Major points reviewed, emphasis on student learning, final sentences make the speech seem complete.			
Language Usage: Word choice is mature and precise.			

DELIVERY

Greeting and Eye Contact: Speaker shakes hands or greets the board and makes eye contact throughout the speech.			
Effective Speech Techniques: Speaker is poised. Rate, volume and gestures make speech easy to listen to. Filler words are minimal.			
Dress and Appearance: Speaker’s dress is professional.			
Visual/Audio aid(s): Smoothly integrated into presentation, easily visible or audible, relevant, and professional.			

IMPROMPTU

Impromptu skills: Answers are fluent and confident.			
Quality of response: Answers reflect expertise.			

COMMENTS are greatly appreciated by the students, especially if the developing column is marked. Students need to understand their strengths and weaknesses.

SCORING RUBRIC FOR THE SENIOR PROJECT RESEARCH PAPER

Student/number _____ Date _____ Score: E P U

	IDEAS/ Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Evidence of Research
	Topic shows analysis and synthesis. Strong primary/secondary support. Topic covered thoroughly.	Strong intro with thesis, logical order, essay structure. Transitions used. Excellent is 2000-2500 words.	Shows honesty and writer's ideas and words. Writer owns subject.	Clear and vital. Uses 3rd person. Use of pronouns clear.	Varies in length and structure. Different beginnings. Strong transition between ideas.	Length 2000-2500 words (Excellent) Minimum 1500 (Proficient) Correct MLA format (CHS Guidelines)	Shows planning, searching. Direct quotes limited. Variety of sources. Excellent is 2000 – 2500 words.
EXCELLENT Writer excels in trait.							
PROFICIENT Shows control and confidence. Paper may need very little revision.							
DEVELOPING Writer begins to take shape. Paper needs more revision.							
VERY BASIC Writer shows little control. Needs many revisions.							
BEGINNING Writer is just starting.							