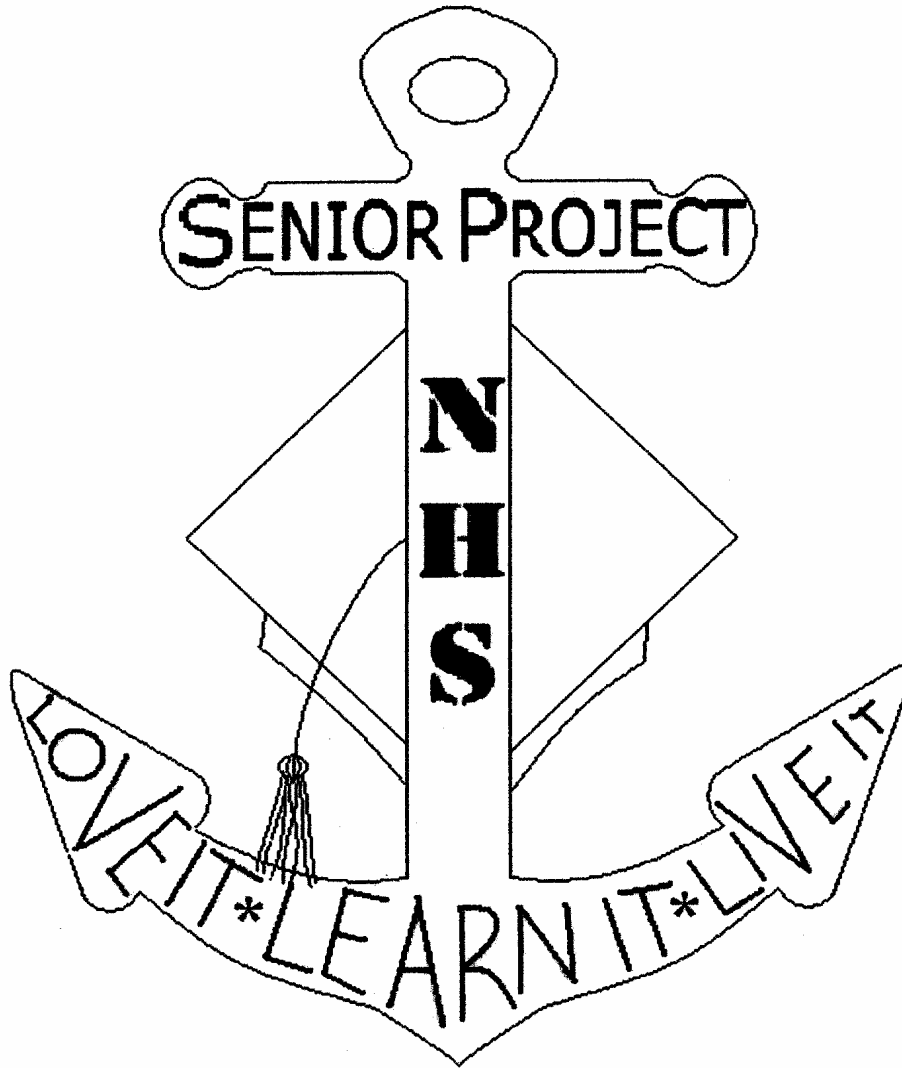


Narragansett High School



Senior Project Manual

Acknowledgments

We greatly appreciate the Senior Project work of the Partnership for Dynamic Learning, Barrington High School, Portsmouth High School and Mount Hope High School. With guidance from the documents and handbooks they so generously provided, we were able to create this manual for Narragansett High School. We especially thank Carleen Osher, Director of the Senior Project Center at the Partnership for Dynamic Learning, and Judianne Point, Senior Project Co-coordinator at Barrington High School, who very graciously and patiently answered a myriad of questions for our steering committee. Most important, we thank Jerry Kowalczyk and Kay Dodge from the East Bay Educational Collaborative who coordinate and organize the Senior Project Network for Rhode Island and who have made these invaluable connections available to us. With their help we have been able to provide our students with a thoughtful and thorough manual.

The Narragansett High School Senior Project Committee

Dear Senior,

You came through the doors of Narragansett High School as a nervous confused freshman three short years ago. Now you're about to begin your final year. As a senior, you will have an exciting opportunity to participate in a Senior Project that will be a culmination of your educational experience and will allow you to demonstrate your abilities as a creative problem solver, effective communicator, and responsible citizen. You will be challenged to delve into an area of curiosity or passion, to explore a core question or issue in depth, and to demonstrate the acquired expertise.

Many steps will lead to your success with Senior Project. First, you will select a topic, gather information through research, and write a research paper related to your chosen topic. Next, you will complete a product that demonstrates some area of your research. The product must include a learning stretch which exemplifies your intellectual and emotional growth. You will also assemble a comprehensive portfolio. Finally, you will make a formal presentation to a panel of judges which will include faculty and community members. In this formal presentation you will demonstrate your knowledge of the information you have gathered from your research, discuss your experiences with your mentor, provide proof of your learning stretch, and discuss the impact this experience has had on you.

This manual clearly defines the requirements and deadlines for each phase of the process. Many people will be available to assist you at each phase. **We strongly recommend that you read the manual in its entirety before beginning any part of the Senior Project.**

This is **your** Senior Project. **Love It, Learn It, Live It!**

Sincerely,

The Senior Project Committee

Dear Parents and Guardians of Seniors,

This year will be an exciting one for the seniors of Narragansett High School. As part of their graduation requirement, all seniors will complete a Senior Project that will include four components: a research paper, a comprehensive portfolio, a product that demonstrates the application of some aspect of the research, and an oral presentation before a panel of judges. Students will choose a topic of special interest that will demonstrate a learning stretch and, with the support of a mentor, will proceed to complete the field work necessary to satisfy the Senior Project requirements.

The selection of a mentor is very important to the success of the Senior Project. The mentor, who will maintain an objective, professional relationship with the student, must be a community member with expertise in the student's area of interest. Family members may not mentor a student but may be very helpful to the mentor whom the student selects.

This Senior Project Manual, given to each student, clearly defines the requirements and deadlines for each phase of the process. A copy of the manual is available for parents on the Narragansett High School website. It includes the Parent Forms required as part of the process. Parent support and involvement are essential for a successful Senior Project. Teachers and administrators are excited to join parents and students in this exciting senior journey!

If you have any questions about any aspect of the Senior Project, please call Lauren Johnson, Narragansett High School Senior Project Coordinator, at 792-9400.

Sincerely,

Daniel Warner
Principal

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Narragansett High School Mission and Expectations for Student Learning

The **mission** of Narragansett High School is to develop and support a community of responsible citizens by

Empowering all members of the learning community through a rigorous, inquiry-based, integrated, and standards-driven curriculum.

Creating a collaborative culture that inspires confidence through active participation, reflection, and accountability from all members.

Establishing and maintaining a personalized culture for teaching and learning that is respectful, safe, and encourages life-long learning.

Academic Learning Expectations

Narragansett High School students shall

- 1.1 Communicate effectively using oral, written, and technological formats.
- 1.2 Meet proficiency in content and applied learning standards as outlined in the *Rhode Island High School Diploma System*.
- 1.3 Read critically and interpret a wide range of materials with varying degrees of complexity.
- 1.4 Demonstrate the use of reasoning and problem solving skills and strategies through analysis and synthesis of data and information.

Social and Civic Learning Expectations

Narragansett High School students shall

- 2.1 Demonstrate the behaviors and skills for independence and collaboration.
- 2.2 Participate as a citizen in the local, national, and global community.
- 2.3 Demonstrate an understanding of and respect for diversity.
- 2.4 Set individual goals for continued life-long learning.

Senior Project Mission Statement

The mission of the Narragansett High School Senior Project is to empower all seniors, through a rigorous inquiry-based process to showcase their abilities and expertise as creative problem solvers, effective communicators, and responsible citizens.

Student Expectations

Narragansett High School Seniors shall:

- Remain engaged in learning throughout their senior year.
- Demonstrate personal responsibility and self-confidence.
- Participate actively in research, fieldwork, and presentation.
- Demonstrate proficiency in Applied Learning and SCANS.

SENIOR PROJECT COMPONENTS

Senior Project begins with choice! Choose a topic about which you feel impassioned. Go beyond your comfort zone. What you learn must extend well beyond your current level of expertise but still be within your grasp. Your experience must represent a learning stretch. Much of your senior year will be devoted to your decision so.....

LOVE IT!!

THE PAPER requires in-depth research and analysis of an area of study directly linked to your chosen topic

LEARN IT!!

THE PRODUCT is tangible evidence combining the knowledge gained in the research process and the experience in the field with your mentor. You will be working on this in and out of school for a large part of your senior year.

LIVE IT!!

THE PORTFOLIO is a documentation of the entire Senior Project process from choosing a topic to the final reflection including all the steps in between. It is a series of artifacts illustrating your journey. It is essentially your Senior Project yearbook.

THE PRESENTATION provides an opportunity for you to showcase the knowledge gained through the Senior Project experience to a panel of judges comprised of teachers, staff, and community members. Here is where you will be able to shine!

SENIOR PROJECT: LOVE IT! LEARN IT! LIVE IT!

PREPARATION

**Narragansett High School Senior Project/Paper
Ethical Statement**

I alone shall complete the research necessary for the writing of the paper component of the Senior Project.

I shall document my paper according to the MLA (Modern Language Association) format and follow the directions and examples set forth in the *Narragansett High School Research and Writing Handbook*, thus giving proper credit for intellectual property.

I shall include in my portfolio only work that I have created and completed myself.

I alone shall do all the work necessary for the completion of the project/product that evolves from the research paper.

I shall collect accurate verifications of the work I do.

I shall honor all agreements made relative to this Senior Project/Paper.

I shall maintain the highest standards of honesty and integrity while working to complete my Senior Project/Paper.

Throughout the work on my Senior Project/Paper, I shall maintain the highest standards of moral and ethical conduct.

I shall strive for excellence.

With full realization of the responsibility and commitment entailed, I am signing this document. I understand that if I fail to adhere to the stated standards, I shall face the penalties as outlined in the *Senior Project Manual*.

Student name: _____

Student signature: _____

Parent signature: _____

CHOOSING A TOPIC

Challenge, passion, interest, and adventure ...the topic of your Senior Project should be one that engages and excites you. This is an opportunity for you to explore something entirely new or push your skills even further in an area where you already excel.

You have to consider many elements before you make your final decision.



First, your Senior Project must be a learning stretch for you. A learning stretch expands your knowledge and skills in your topic area. It asks you to challenge yourself. Just like stretching any muscle, your new knowledge should extend well beyond your current level of expertise but still be within your reach. If you choose something that is beyond your grasp or is too challenging, you may not be able to accomplish the goals of your senior project. If you do not stretch far enough, your project topic will not be approved, and you would have to start the process over. The good news is that we will help you determine if you have selected a topic that is a learning stretch for you.



Second, your parents or guardians must approve and sign a waiver/consent form. Including your family in your decision making process is a good idea. Often your family and friends have great ideas and are aware of a variety of community resources.



Third, make sure there is someone who has the expertise to mentor you in your topic area. Please don't choose your topic based on who will mentor you. You must choose based on your interest.



Remember, nothing unethical, immoral, or illegal is allowed. Choose wisely!

Topic Selection Analysis

To help you decide what topic might be best for you, consider the following questions.

Name:

1. What do you want to be able to say you have accomplished ten years from now?
2. What is a controversial issue that interests you?
3. What do you wish you had more time to do?
4. What would you like to do better?
5. In what areas would you like to learn more?
6. What is one thing you think needs to be improved?
7. About what aspects do you complain most?
8. What would you like to urge others to do?
9. What community group do you admire?
10. What do you wish would happen in your life?
11. What can't you do but would like to be able to do?
12. What goal have you avoided?
13. What topics could you explore that are related to a future career possibility?

Time/Cost Analysis Questionnaire

Use this questionnaire to assist you in having a clear picture of your time/cost needs. Neither money nor excessive time is required to have a successful Senior Project. Since these requirements may vary greatly depending on your chosen topic, be careful to choose a topic which is realistic in terms of time and money.

1. How much time will be needed to build/create the product?
2. What will be the cost of building/creating the product?
3. What raw materials will you need to build/create your product?
4. What research resources will you need to build/create your product?
5. Will you need space to build/create your product, and if so, how much?
6. What human resources will you need in order to produce your product?
7. What will be the transportation cost involved?
8. What, if any, will be the instructional costs involved?
9. What additional cost will be involved for the completion of your product?

Remember, you may not begin your fieldwork before receiving approval from the Review Board.

Instructions on Obtaining Approval

You must obtain approval of your chosen topic before beginning the Senior Project process. To do this you will write a letter of intent addressed to the Senior Project Review Board. This letter must state clearly how you intend to meet the requirements of the Senior Project. Submit this letter along with the completed Letter of Intent Parent Consent Form by the date indicated on the Senior Project Calendar to the Review Board.

You will receive an approval sheet from the board indicating that your proposal has been approved or that certain changes are necessary for approval. Once your proposal is approved, you may begin your project.

Keep in mind this is a graduation requirement. You must successfully complete all aspects of the Senior Project. Fulfilling the requirements with integrity and honesty is mandatory. Evidence of cheating on any part of the Senior Project will require the completion of an entirely new topic/project and may result in your not graduating with your class.

Letter of Intent

Your first task for the Senior Project is to identify your topic and create a Letter of Intent addressed to the Narragansett High School Senior Project Review Board. The Letter of Intent requires you to plan all phases of your Senior Project before beginning. By addressing the questions below, you will have a clear plan in place. This letter becomes the blueprint for your project. Careful planning of your project will help you avoid unexpected road blocks. Make a good first impression by producing a well-written block style letter that is insightful, thorough, organized, and engaging.

Paragraph 1:

- Begin with an engaging introduction that includes information about yourself
- Describe your Senior Project topic
 - How did you come to your topic selection?
 - What prior knowledge do you have in your chosen area of study?
 - How does the project represent a learning stretch?

Paragraph 2:

- Describe in detail the focus of your research paper
- Identify the potential questions
- Include possible primary sources (who you will interview)

Paragraph 3

- Describe your fieldwork and related product
- Explain the connection among your research paper, fieldwork, and product
- Identify your mentor
 - What are the mentor's qualifications as they relate to your project?
 - Where will the mentoring occur?
 - How do you think this person will help you?
- Include a summarization of your task, time and cost analysis for your project.

Paragraph 4

- Explain how your Senior Project will specifically help you meet the requested applied learning standards of your senior year.
- Describe how your Senior Project will help you meet the mission and expectations of Narragansett High School.

Remember you are not to begin your fieldwork before receiving approval from the Review Board

BLOCK STYLE LETTER FORMAT

Return address begins 2 inches from the top of the paper. Use times New Roman 12 point.

Street
City/Town, RI 02882
Date

Leave 4 to 7 spaces

First and Last Name
His or her position/title
Company Name
Address
Address
City, State, Zip Code

Double Space

Dear Ms./Mr./Dr. Last Name:

Double Space

This is a sample of a block style letter. The parts of the letter are the return address, inside address, the salutation, the body, the closing, and the signature. Notice that each part is typed flush with the left margin. The top margin is two inches from the top. You can set the margin for the top by opening the **File** menu and selecting **Page Setup**. The side and bottom margins are 1 inch.

Double Space

Pay close attention to the spacing between each part of the letter. Leave the spacing on single space and use the enter key to achieve the appropriate number of spaces between each section. Make sure you sign your letter in blue or black ink between the closing and your typed signature.

Double Space

Sincerely,

(Your handwritten signature)

Four Spaces

Your typed name

Taken & Adapted from http://owl.english.purdue.edu/handouts/pw/p_coversamp.html.

Letter of Intent Parent Consent Form

Senior Project Review Board
Narragansett High School
245 South Pier Road
Narragansett, RI 02882

Dear Parent or Guardian,

Attached is your child’s letter of intent outlining his/her senior research paper and subsequent project. Please take time to discuss the details of the topic and project with your son or daughter for feasibility. Your initials on each of the items below indicate you have read, understood and approve of each.

_____ I approve of the chosen research paper topic.

_____ I approve of the chosen fieldwork.

_____ I approve of the chosen mentor.

_____ I acknowledge that the chosen mentor is at least 21 years old and is not a relative, a household member, or employer of the student.

_____ I understand that all transportation for the fieldwork is the responsibility of the child or parent.

_____ I understand that all costs and risks associated with the project are the responsibility of the child or parent.

_____ I understand that the product must be physically at school as part of the Senior Board Presentation. If the product is a service or activity, it must be documented by photos or a video.

_____ I understand that this is a graduation requirement and that if he/she fails to meet all requirements for the senior project then he/she will not graduate with his/her class and will be required to attend Senior Project Boards in the summer.

_____ I understand that integrity and honesty are vital parts of the Senior Project. Any proof that my son/daughter has plagiarized or been dishonest in any aspect of the senior project process will require the completion of an entirely new project. This may jeopardize his/her graduating with his/her class.

signature of parent or guardian

date signed

Proposal Approval Sheet

Student: _____

Date Submitted: _____

Your Senior Project Proposal has been

Accepted Congratulations!

Revisions Required

- Learning stretch is not evident.
- Project is too similar to curriculum work.
- Research topic is not specified.
- Final product is unclear.
- Connection of topic, research, field work & product not explained.
- Project is unethical, immoral or illegal.
- Choice of mentor does not meet requirements.
- Fieldwork and product are not distinct
- Other

Rejected

General Comments

All decisions reviewed by the Senior Project Review Committee are final.

Chairman, Senior Project Review Committee





NARRAGANSETT HIGH SCHOOL SENIOR PROJECT:

STUDENT ACKNOWLEDGEMENT FORM AND LIABILITY WAIVER

Student Acknowledgement Form

1. I, _____, a student at Narragansett High School, acknowledge that I am aware of the requirements and assessments associated with the Senior Project at Narragansett High School.

2. I understand that I must pass all four requirements of the Senior Project in order to graduate.

-  Research paper
-  Comprehensive portfolio
-  Final product involving a “learning stretch”
-  Presentation before a panel of judges consisting of faculty, staff, and community members.




3. I acknowledge that my responsibility is to find a community member to serve as my mentor for the product portion of the Senior Project.

The mentor I have chosen is _____

The project I have chosen and received approval to do is _____

The mentoring site is _____

4. I understand and accept

-  That my responsibility is to provide the necessary means of transportation and to meet the financial obligations of the chosen project
-  That all school rules, regulations and policies apply while participating in the project and those disciplinary proceedings may apply to misconduct occurring while participating in the project
-  That if I do not complete the requirements, I will not graduate with my classmates and am in danger of not receiving my diploma. I will have another opportunity after my classmates have graduated.

Student Liability Waiver

I chose my topic independent of the faculty and administration of Narragansett High School, and understand that the Narragansett High School and the Narragansett School District are not responsible for any and all potential risks resulting from the Senior Project. Accordingly, I release Narragansett High School, the Narragansett School District, and its agents from all claims arising from any financial obligations incurred, or damage, injury, or accident suffered while I participate in the Senior Project.

Student Signature: _____ Date: _____





NARRAGANSETT HIGH SCHOOL SENIOR PROJECT:

PARENT/GUARDIAN ACKNOWLEDGEMENT FORM AND LIABILITY WAIVER

Parent/Guardian Acknowledgement Form

1. As the parent/guardian of _____, a student at Narragansett High School, I acknowledge that I am aware of the requirements and assessments associated with the Senior Project at Narragansett High School.

2. I understand that my child must pass all four requirements of the Senior Project in order to graduate.

-  Research paper
-  Comprehensive portfolio
-  Final product involving a “learning stretch”
-  Presentation before a panel of judges consisting of faculty, staff, and community members.




3. I acknowledge that my child’s responsibility is to find a community member to serve as his/her mentor for the product portion of the Senior Project.

The mentor my child has chosen is _____

The project my child has chosen and received approval to do is _____

The mentoring site is _____

4. I understand and accept:

-  That my child’s responsibility is to provide the necessary means of transportation and financial obligations of the chosen project.
-  That all school rules, regulations and policies apply while participating in the project and those disciplinary proceedings may apply to misconduct occurring while participating in the project.
-  That if my child does not complete the requirements, he/she will not graduate with his/her classmates and are in danger of not graduating with their classmates. He/she will have another opportunity after his/her classmates have graduated.

Parent/Guardian Liability Waiver

I understand that my child chose his/her topic independent of the faculty and administration of Narragansett High School and that the Narragansett High School and the Narragansett School District are not responsible for any and all potential risks resulting from the Senior Project. Accordingly, I release Narragansett High School, the Narragansett School District, and its agents from all claims arising from any financial obligations incurred, or damage, injury, or accident suffered while my child participates in the Senior Project.

Parent/Guardian Signature: _____ Date: _____

Directions for Senior Project Sign of Commitment

Each senior after his or her Letter of Intent is approved will post a sign of commitment in a designated area. This sign announces to the school community his or her topic for the research paper and fieldwork.

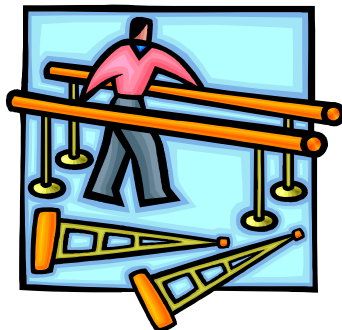
While creativity is encouraged, some guidelines have been provided.

1. The sign must be 8 ½" X 11" in size.
2. It may be mounted on construction paper or poster board. The construction paper or poster board may not be larger than 11" x 14."
3. Each sign must include the following information.
 - a. The student's name
 - b. The topic for his or her project
 - c. A symbol or graphic to represent the project and fieldwork to be performed
4. The text must be legible. Typed text is preferred.

Students may wish to use Word, PowerPoint, or Publisher to create their signs. The sample provided on the next page was created in PowerPoint.

Research Paper:
The Connection Between
Proper Physical Conditioning
And The Prevention Of
Sports Injuries

Fieldwork: Work with a
Physical Therapist at
South County Orthopedics
By
Tessa Weiss



MENTORING

INVITATION TO MENTOR

Dear

Narragansett High School has adopted the Senior Project as a graduation requirement. The components of the Senior Project include:

- A research paper that reflects in-depth study of a topic of the student's choice.
- A product that combines the knowledge gained in the research process and the experience with a mentor in the field.
- A portfolio which contains documentation of the entire Senior Project process.
- A presentation before a panel of community/faculty judges.

The success of the Senior Project will depend on the support of parents, faculty and community mentors as well as the student's commitment, responsibility and self-discipline. You are invited by _____, an NHS senior, to serve as a mentor for the fieldwork portion of the Senior Project, because you possess the knowledge and skills in an area of interest to the student. Your guidance will help the student complete the requirements listed above. Please note that the student must not be compensated for the time spent working with his/her mentor. As a mentor you would need to

1. Be a community member who is willing to work with a high school student on a regular basis for a minimum of 15 hours. Travel time and/or practicing are not part of the 15 hour requirement.
2. Have expertise or certification in the student's area of interest. In some cases, legal documentation may be required.
3. Be a 21 year old adult who is not a relative, household member or employer of the student.
4. Help with the product by
 - A. Providing instruction.
 - B. Assisting with resources (not monetary).
 - C. Offering support and guidance.
 - D. Encouraging the student to achieve to his/her maximum learning potential.
 - E. Confirming the completion of the required hours.
 - F. Verifying the completion of the product by the student.
 - G. Giving an interview in person.
 - H. Writing a mentor statement regarding the student's performance.

The mentor is a guide only and is not expected or permitted to do the work for the student. If you have any questions or concerns, please contact the Senior Project Coordinator, Lauren Johnson, at 401-942-9400 ext.4020.

Sincerely,

Lauren L. Johnson

Mentor Agreement Letter

Dear

Thank you for accepting the task of mentoring _____ through his/her Senior Project. As outlined in an earlier invitation, the requirements of the mentor are the following:

1. Be a community member who is willing to work with a high school student on a regular basis for a minimum of 15 hours. Travel time and/or practicing are not part of the 15 hour requirement.
2. Have expertise or certification in the student's area of interest. In some cases, legal documentation may be required.
3. Be a 21 year old adult who is not a relative, household member, or employer of the student.
4. Help with the product by
 - a. Providing instruction.
 - b. Assisting with resources (not monetary).
 - c. Offering support and guidance.
 - d. Encouraging the student to achieve to his/her maximum learning potential.
 - e. Confirming the completion of the required hours.
 - f. Verifying the completion of the product by the student.
 - g. Giving an interview in person to the mentee.
 - h. Writing a mentor statement regarding the student's performance.

Please fill out the form below and place in the envelope provided by your mentee. He/she is responsible for bringing the completed form to the school as soon as possible.

Name: _____
Occupation: _____
Business Address: _____
City/State/ Zip Code: _____
Day Phone: _____
E-mail Address: _____

I understand my role as a mentor and agree to serve as a mentor to _____.
I am at least 21 years old, am not a relative, household member, or employer of this student. I confirm that the information I have provided is accurate.

Mentor Signature: _____ Date: _____

The role of the mentor is crucial to the success of the Senior Project. Without volunteers like you, this valuable endeavor would not be possible. We hope and expect that the experiences between you and your senior will be worthwhile and rewarding for both of you.

Sincerely,

Lauren L. Johnson
Senior Project Coordinator

Interview Evaluation Letter Mentor

To the Student:

Please complete the following information and give this form to the person you are interviewing. Please provide the person interviewed with a stamped envelope addressed to Senior Project Coordinator, Narragansett High School, 245 South Pier Road, Narragansett, RI 02882.

Student's Name: _____

Paper Topic: _____

Name of Person Interviewed: _____ Occupation: _____

Street Address: _____ City, State, Zip code: _____

Telephone: _____

To the Person Interviewed:

Thank you for taking the time to speak with a student about his/her Senior Project. This project gives the student a chance to gain vast and specific information about a field of interest from an expert. *After* the interview, please respond to the questions below to help us determine how effectively the student has used the opportunity. We thank you very much.

Important:

Once you have received a thank you note from the student, please mail the form in the envelope provided by the student before _____ for regular graduates and before _____ for early graduates. Thank you very much for your time.

1. How were you contacted and asked to participate in this task?

2. Did the student arrive on time for the interview? Yes ___ No ___
3. Was the student dressed appropriately for the interview? Yes ___ No ___
4. Was the student prepared with questions and basic information? Yes ___ No ___
5. Did the student take notes and/or tape the interview? Notes ___ Tape ___ Yes ___ No ___
6. How long was the interview? _____
7. Do you feel that the interview was productive? Explain

8. Please add any additional comments.

Signature: _____ Date: _____

RESEARCH PAPER

Using the NHS Writing Handbook

As you go through the process of writing your research paper, please keep in mind that Narragansett High School has a complete writing handbook for your use. You may access it on line through the English Department web page or the Media Center web page. In it you will find guidance from “getting started” to documentation and “works cited” information. Don’t forget to use this valuable tool!

Format Requirements for Senior Project Research Papers

All papers must be typed using Times New Roman font size 12.

1. ORGANIZATION

- a. Title page
- b. 8-12 pages of text (including parenthetical documentation)
- c. Appendix (per instruction of teacher)
- d. “Works Cited” page

2. TITLE PAGE

- a. Two inch margins should be provided on all sides.
- b. The entire page is centered.
- c. Information is divided into three parts: title, student’s name, and course information (course & teacher’s name) and date. Space these parts evenly down the page.
- d. Use an inverted pyramid if the title requires more than one line.
- e. Use capital and lowercase letters appropriately. Underlining (or italics) and quotation marks should be used only to indicate titles within the title. Do not underline the title or use a colon (:) after *by*. Do not use a period at the end of the title.
- f. See sample in the NHS writing handbook.

3. SOURCES

- a. Six to eight sources must be cited in the text and listed on the “Works Cited” page.
- b. The types of sources used must include a personal interview, print, and non print sources.

4. TEXT

- a. Title: Repeat the title on the first page.
- b. Spacing: Use double spacing for the entire text including the “Works Cited” page.
- c. Margins: A basic one-inch margin should be used on all sides.
- d. Pagination: Number the pages consecutively throughout the text in Arabic numerals typed in the upper right-hand corner. Under **View** in MSWord select **Header/Footer**. Move the cursor to the far right of the box and click on the icon for **Insert Page Number**. The “Works Cited” page is numbered consecutively with the text.
- e. Corrections: An error free paper is the goal. Computers have made the editing process simple. Complete the revisions and submit the corrected printed copy.
- f. Documentation: Appropriate parenthetical documentation of cited sources should be provided. All data whether quoted or paraphrased must be properly introduced and documented at the end.

- g. Thesis: Usually, the thesis should be clearly apparent within the first paragraph of the paper.
- h. Introduction and Conclusion: Use quotations sparingly in these two parts of the paper. Use original thoughts and words.
- i. Short Quotations: Be certain to introduce them smoothly. While frequent quoting from primary sources is expected, over quoting from secondary sources should be avoided.
- j. Length: 8-12 pages excluding the “Works Cited” page.
- k. Revising and Proofreading: **See “The Process of Writing,” sections 8 and 9 of the NHS Writing Handbook available online.**

5. WORKS CITED

- a. This page is double spaced just like the text. Center and type the title of the page. Hit return once and begin entries.
- b. Type first lines flush with the margin. Subsequent lines of the entry are indented five (5) spaces.
- c. Entries are organized alphabetically. See a sample in the NHS writing handbook.

6. SUBMISSION

- a. Both a paper and electronic copy of the paper must be submitted on the due date.
- b. The paper must have completed the Turnitin.com process.

| | Content | Structure | Style | Format |
|----------------------|--|--|--|---|
| Distinguished | <p>Thesis clearly states the main point of the paper in a well-written sentence.</p> <p>Clearly stated topic sentences for each point are supported by at least 4 pieces of evidence.</p> <p>Clear, accurate evidence consistently relates to the thesis.</p> <p>Sources of varying types have been cited in a balanced manner.</p> <p>Content reflects a balance of paraphrased and quoted evidence.</p> <p>Significance of evidence is clearly explained.</p> <p>Writer's voice, consistently evident throughout the paper, demonstrates engagement with and commitment to the topic.</p> <p>Text meets the required length.</p> | <p>A multi-paragraph introduction engages the reader drawing them into the paper.</p> <p>Method of organization is not only clear but also well suited to the topic.</p> <p>Consistently used transitions create unity within and between the paragraphs. Well-written transitional paragraphs are consistently used to link the sections of the paper.</p> <p>Conclusion clearly brings closure to the paper with a method very appropriate for the purpose of the paper.</p> | <p>Quotations are always properly framed. Authorities are always clearly referenced in the text.</p> <p>Sophisticated diction enhances the point of the paper.</p> <p>A variety of sentence structures are employed.</p> <p>Sentence structure is polished.</p> <p>The text flows smoothly as a result.</p> <p>Standard English is always used.</p> <p>Mechanical and typographical errors rare.</p> | <p>Margins consistently follow guidelines</p> <p>Title page is error-free. Format is exact.</p> <p>Title is repeated on the first page of the text.</p> <p>Text including "Works Cited" page is paginated.</p> <p>"Works Cited" page is error-free and reflects accurately the sources cited in the paper.</p> <p>Intext documentation is consistently and accurately used.</p> |
| Proficient | <p>Thesis states the main point of the paper in a fairly well-written sentence.</p> <p>Clearly stated topic sentences for each point are supported by at least 3 pieces of evidence.</p> <p>Clear, accurate evidence usually relates to the thesis.</p> <p>Sources of varying types have been cited and usually in a balanced manner.</p> <p>Content reflects a balance of paraphrased and quoted evidence.</p> <p>Significance of evidence is usually explained.</p> <p>Writer's voice, frequently evident throughout the paper, demonstrates engagement with and commitment to the topic.</p> <p>Text meets required length.</p> | <p>A multi-paragraph introduction engages the reader drawing them into the paper.</p> <p>Method of organization suits the topic.</p> <p>Transitions are used frequently to create unity within and between the paragraphs. Transitional paragraphs are frequently used to link the sections of the paper.</p> <p>Conclusion clearly brings closure to the paper with a method fairly appropriate for the purpose of the paper.</p> | <p>Quotations are usually properly framed. Authorities are usually clearly referenced in the text.</p> <p>Diction is appropriate for the content of the paper.</p> <p>Sentence structure demonstrates some variety.</p> <p>Sentence structure is clear. The text flows smoothly as a result.</p> <p>Standard English is usually used.</p> <p>Mechanical and typographical errors few</p> | <p>Margins consistently follow guidelines</p> <p>Title page is error-free. Format is exact.</p> <p>Title is repeated on the first page of the text.</p> <p>Text including "Works Cited" page is paginated.</p> <p>"Works Cited" page is error-free and reflects accurately the sources cited in the paper.</p> <p>Intext documentation is consistently and accurately used.</p> |

| | | | | |
|--|---|--|--|---|
| <p style="text-align: center;">Apprentice</p> | <p>Thesis weakly states the main point of the paper in a sentence. Topic sentences for each point are usually stated and supported by 3 pieces of evidence. Evidence usually relates to the thesis. Sources have been cited but not in a balanced manner. Content reflects a somewhat balanced use of paraphrased and quoted evidence. Significance of evidence is sometimes explained. Writer's voice is sometimes absent. Text meets required length</p> | <p>A basic introduction is present. A method of organization suitable for the topic is not consistently used. Transitions between paragraphs are frequently missing. Transitional paragraphs needed to link the sections of the paper are frequently absent. A basic conclusion brings closure to the paper.</p> | <p>Quotations are occasionally framed. Authorities are not consistently referenced in the text. Diction is adequate for the content of the paper. Some variety in sentence structure is present. Sentence structure is awkward and sometimes interrupts the flow of the text. Standard English is usually used. Mechanical and typographical errors are occasionally present.</p> | <p>Margins usually follow guidelines Title page is error-free. Format is exact. Title is repeated on the first page of the text. Text including "Works Cited" page is paginated. "Works Cited" page may have one or two errors and reflects accurately the sources cited in the paper. Intext documentation is usually used fairly accurately.</p> |
| <p style="text-align: center;">Developing</p> | <p>The paper submitted has serious flaws in all four areas. Revision of both process steps and the paper is required.</p> | | | |

Plagiarism

Expository writing and research projects require the use of sources which can include people, books, newspapers, magazines, or online services. All information taken from primary and secondary materials must be cited. Failure to do this results in **plagiarism**. **Plagiarism is intellectual theft of another's ideas.** Plagiarism occurs when a person uses the work of another person(s) and presents it as his/her own. Using original language to repeat the author's idea is still plagiarism. Credit must always be given to the person(s) who has done the work. To prevent plagiarism use a "Works Cited" page and parenthetical thoughts are used, when (in text) documentation, endnotes, or footnotes.

To be very specific, credit must be given to the creator when a direct quotation is used, when someone's idea(s), theory(ies) or thoughts are used, when a paraphrase or summary of someone's ideas, theories, or thoughts is used, or when material that is not common knowledge is used, such as graphs, statistics, or drawings. Credit need not be noted when common knowledge is offered. Common knowledge is material such as dates that can be found in several sources. Generally students seem to think that paraphrasing or summarizing or putting into other words someone's words, ideas or thoughts eliminates the commission of plagiarism. This is not true. The use of another's thoughts, ideas, words, or theories in any form without proper documentation is, in fact, plagiarism.

In the University of Indiana's *Student Code of Rights, Responsibilities, and Conduct* examples of acceptable and unacceptable paraphrasing are offered.

"Here is the original text from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1980s* by Joyce Williams et al.

"The rise of industry, the growth of cities, and the expansion of the population were three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for the rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

"Here is an **UNACCEPTABLE** paraphrase that is **plagiarism**:

"The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production."

The above paraphrasing is considered plagiarism because only a few words or phrases have been changed from the original, a source is not cited, and even the sense of some sentences is altered.

“Here is an **ACCEPTABLE** paraphrase:

“Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).”

This paraphrase is not plagiarism because the information is accurately stated in the writer’s own words, and the source of the material is stated. (www.indiana.edu)

Students should read the section on “Academic Honesty” in the NHS Student Handbook (See page 42). Students who have any questions about plagiarism should ask their teacher or the media specialist for further clarification.

Personal Interview and Thank You Letter

One of the required sources for your paper is a personal interview. Information from the interview must be cited in your paper and properly formatted on your “Works Cited” page of each draft of your paper.

A personal interview requires that you meet face-to-face with an individual who has professional knowledge or expertise in the specific area of your paper. You will ask this person questions that will deepen your understanding and help you to broaden the research of your topic. The personal interview must be conducted in person by you. It can **not** be conducted over the phone or by email.

Because this is *your* interview to *conduct*, you must

1. Find an appropriate person to interview.
2. Develop and ask good questions.
3. Take notes and record the information. You may want to record the interview. To do this you will need permission in advance from the person you are interviewing.
4. Provide the person with the Interview Evaluation Form and a stamped envelope addressed with your senior English teacher’s name and the school address.
5. Handwrite a “Thank You” note. Mail it in a timely fashion. Make sure you keep a copy for your portfolio.
6. Use some of the information you learn from the interview to write a better research paper.

Personal interviews are powerful research tools. You have the opportunity to talk with someone who has first hand experience in your area of interest. Unlike when you read, you ask questions immediately as you have them. Be sure to listen carefully and ask follow-up questions to the answers you hear. You often end up with a much deeper, real world view of your topic.

Setting Up The Interview

The first hurdle in setting up the interview is to find and contact a person who meets your research needs. Make sure you present yourself properly the first time. If you do not, you may not have a second chance. First impressions are important. The success of the first contact may impact the overall success of the interview.

To accomplish this

1. Telephone or visit the person you would like to interview.
2. Introduce yourself as a senior from Narragansett High School.
3. Explain the purpose of your visit. Request the interview.

4. Have some potential questions available so the person can get an idea of what types of questions you might ask and what kind of information you might need.
5. Set a mutually convenient time and place to meet.

Making a good impression is important. Taking the time to script, or write out, what you want to say is recommended, especially if you are a little uncomfortable. Here is a sample:

“Hello, Dr. Gama. My name is Tessa Weiss. I am a senior at Narragansett High School, I was wondering if you could help me with some research for my Senior Project. I need some first hand information about the impact of chemotherapy treatments on the family members of the patient. I am especially interested to know how the family copes with the emotional effects of the treatment on the patient and the family. I heard you speak at the annual Walk for Life and was inspired by your commitment to your patients. Would you be willing to let me interview you on this topic?”

Procedure for the Interview

Once the interview is scheduled, the real work begins. An interview is all about the questions and answers. Strong, thoughtful, informative questions produce strong, thoughtful, informative answers. Preparing questions before the interview is critical. Do not “wing it” in an interview setting. Have a set of questions to guide the interview. Spontaneity has a role. Follow-up questions rely on the listening skills of the interviewer. Developing the skill to construct questions based on what is said in the interview is extremely important. The person you are interviewing has given up precious personal time to meet with you. Deliberate, well-planned questions demonstrate that a significant amount of time has been devoted to preparing for the interview.

Your thesis statement and preliminary outline must be considered when developing your questions. What type of information do you need to develop the argument and prove the thesis? What questions do you still have after the research you have already done? Do you need additional or more authoritative support for any of your points? Questions should address your identified research needs.

The following guidelines will help to ensure a successful interview:

- ✓ Call the interviewee the day before to confirm the meeting.
- ✓ Write out your questions ahead of time and leave plenty of space for notes/answers.

- ✓ Bring blank pages/ cards for any follow-up questions you might want to ask during the interview.
- ✓ Arrive at the interview a few minutes early. Dress neatly!
- ✓ Introduce yourself. Shake hands firmly and make eye contact. A suggested introduction might be-
 - Hello, Dr. Gama. I am Tessa Weiss from Narragansett High School.*
 - (Shake hands) Thank you for meeting with me today. I have a few questions for you.*
- ✓ If you hope to tape the interview ask the person in advance of the meeting for permission to do so. Taking notes to back up the taped conversation is important. If any technical difficulties are encountered, the notes will serve as backup.
- ✓ Speak slowly and clearly. Ask questions and listen actively to the responses. Make eye contact frequently. Maintain interest in what the person is saying even if the answer seems a bit long for the question.
- ✓ Take careful notes. However, taking down every word is not necessary. Process and synthesize information. Make notes of the most important points or comments.
- ✓ Read back direct quotes to check for accuracy and agreement on what was communicated.
- ✓ At the end of the interview
 - Hand your subject a blank “Interview Evaluation Form” and a stamped envelope addressed to
 - Senior English Paper
 - Narragansett High School
 - 245 South Pier Road
 - Narragansett, Rhode Island 02882
 - Ask the person to complete the form and mail it back to the school. The evaluation must be in your Senior Project Portfolio by the date given in the Senior Project calendar in order for you to receive full credit.
 - Thank the person for his/her time. Tell him/her you found the information valuable and interesting. Shake hands. A possible ending might be

Thanks again, Dr. Gama. I really appreciate your taking the time to talk to me. (Shake hands)

After the Interview

Within a few days of the interview, send a thank you letter to the person you interviewed. Mention again how much you appreciate his/her taking time to meet with you. Share a concrete example how you will use, in your paper, something you learned during the interview.

Provide a copy of your Thank You Letter for your Senior Project Portfolio on or before **the date given in your Senior Project calendar.**

A sample of an appropriate letter is provided on a subsequent page.

Interview Evaluation Letter Primary Source Person

To the Student:

Please fill in the following information and give this form to the person you are interviewing. Please provide the person interviewed with a stamped envelope addressed to Senior Project Coordinator, Narragansett High School, 245 South Pier Road, Narragansett, RI 02882.

Student's Name: _____ Paper Topic: _____

Name of Person Interviewed: _____ Occupation: _____

Street Address: _____ City, State, Zip code: _____

Telephone: _____

To the Person Interviewed:

Thank you for taking the time to speak with a student about his/her Senior Project. This project gives the student a chance to gain vast and specific information about a field of his/her interest from an expert. *After* the interview, would you please respond to the questions below to help us determine how effectively the student used the opportunity? We thank you very much.

Important:

Once you have received a thank you note from the student, please mail the form in the envelope provided by the student before _____ for regular graduates and before _____ for early graduates. Thank you very much for your time.

1. How were you contacted and asked to participate in this task?

2. Did the student arrive on time for the interview? Yes ___ No ___
3. Was the student dressed appropriately for the interview? Yes ___ No ___
4. Was the student prepared with questions and basic information? Yes ___ No ___
5. Did the student take notes and/or tape the interview? Notes ___ Tape ___ Yes ___ No ___
6. How long was the interview? _____
7. Do you feel that the interview was productive? Explain

8. Please use the back of this sheet if you choose to add any additional comments.

Signature: _____ Date: _____

Sample Thank You Letter

November 30, 2006

Dr. Julie Gama
Director of Pediatric Care
South County Hospital
100 Woodruff Avenue
Wakefield, Rhode Island 02879

Dear Dr. Gama:

Thank you very much for meeting with me on Monday to discuss the impact of second hand smoke on children. I appreciate the time you took from your hectic schedule to spend time with me. The information you shared with me concerning increased respiratory illnesses among children whose parents smoke in the home will be very helpful as I write my paper. I hope to connect this new knowledge to my fieldwork when I intern in a local daycare center.

Thank you again for your assistance with my Senior Project. The information I gained from our discussion will help me write a better paper and be more prepared for my fieldwork.

Sincerely,

Tessa Weiss

See page 16 for the proper format for a block style letter.

**Senior Project Research Paper “Yes” Test
First Draft**

Three of your peers will review your research paper for you. For that to happen, your paper must meet certain basic requirements. If your paper receives a **NO** on any item listed below, it will be returned to you for revision. See pp. _____ for the specific guidelines for the title, first, and “Works Cited” pages.

- | Yes | No | |
|-----|-----|--|
| ___ | ___ | Paper is typed (12 point, Times New Roman font, doubled-spaced). |
| ___ | ___ | On all pages except the title page, 1” margins are used. |
| ___ | ___ | Correct default spacing between letters is used. |
| ___ | ___ | The title page is correctly formatted. |
| ___ | ___ | Pages, including the “Works Cited” page, are numbered properly. The title page should not be numbered. |
| ___ | ___ | A minimum of five sources, including a personal interview and at least 2 other types, are included on the “Works Cited.” General encyclopedias are not acceptable sources. |
| ___ | ___ | No more than 50% of the sources may come from the internet. This does not include web-based databases such as <i>The Gale Group</i> . |
| ___ | ___ | The paper contains a minimum of 10 citations. |
| ___ | ___ | Source citations in the paper are formatted properly using intext documentation. |
| ___ | ___ | The “Works Cited” page is properly formatted and accurately reflects the citations in the paper. |
| ___ | ___ | The paper is consistently written in the third person; first and/or second person (<i>I, me, my, you, your, we, us, our</i>) may not be used. |
| ___ | ___ | Paper is 8-12 pages in length, not including the title or “Works Cited” page. |
| ___ | ___ | Thesis statement is <i>italicized</i> . |

**Senior Project Research Paper “Yes” Test
Second/ Final Draft**

Before your senior English teacher evaluates your paper, it must meet certain basic requirements. If your paper receives a **NO** on any item listed below, it will be returned to you for revision. See pp. _____ for the specific guidelines for the title, first, and “Works Cited” pages.

- | Yes | No | |
|-----|-----|--|
| ___ | ___ | Paper is typed (12 point, Times New Roman font, doubled-spaced). |
| ___ | ___ | On all pages except the title page, 1” margins are used. |
| ___ | ___ | Correct default spacing between letters is used. |
| ___ | ___ | The title page is correctly formatted. |
| ___ | ___ | Pages, including the “Works Cited” page, are numbered properly. The title page should not be numbered. |
| ___ | ___ | A minimum of five sources, including a personal interview and at least 2 other types, are included on the “Works Cited.” General encyclopedias are not acceptable sources. |
| ___ | ___ | No more than 50% of the sources may come from the internet. This does not include web-based databases such as <i>The Gale Group</i> . |
| ___ | ___ | The paper contains a minimum of 10 citations. |
| ___ | ___ | All quotations, paraphrases, and summaries from sources are cited properly throughout the paper. Accurate intext documentation is used. All intext documentation matches a source on the “Works Cited” page. |
| ___ | ___ | All sources are properly formatted on the “Works Cited” page. All sources listed on the page match the intext documentation. |
| ___ | ___ | The paper is consistently written in the third person; first and/or second person (<i>I, me, my, you, your, we, us, our</i>) may not be used. |
| ___ | ___ | Paper is 8-12 full pages in length, not including the title or “Works Cited” page. |
| ___ | ___ | Thesis statement is <i>italicized</i> . |

Senior Project Journal

The Senior Project Journal is part record, part sounding board, and part personal journal. It is designed to

- Keep you on task and focused by requiring you to write what you have accomplished so far and what you need to do next
- Allow you and your teacher to realize the thought, effort, struggle, and learning that has gone into the elements of your project.
- Reflect your creativity, problem-solving ability, and organizational skills.
- Serve as a part of your portfolio that permits the judges to share your unique experience while completing the project.

The journal must have a minimum of five entries, one for each of the following stages of the project: Planning, Fieldwork, Research Paper, Portfolio, and Self-Evaluation.

Each entry except for the self-evaluation should include:

1. Written account of what you accomplished during each step, what problems you may have encountered, how you solved the problems, and how much time you spent doing it.
2. Feelings and thoughts you have about each step. This journal should be a thinking tool for you as you process successes and problems. Your thoughts here should be honest but also constructive. You can vent your frustrations, but you also must propose ideas on how you will overcome obstacles. This type of metacognition will be helpful to you when you write the self evaluation.

The entries for the first five steps must be at least a page in length. They must be typed using a 12 point font and doubled-spaced.

The self evaluation is a final reflection on the entire experience of completing the Senior Project. This last piece of writing lets you assess both what you have accomplished and what you might have done differently if you had the chance.

Use the following questions to guide the development of this entry.

- What was the setting (context) of the work?
Who was involved?
What was the goal of your project?
What does the reader of your reflection need to know to understand the work he/she is about to view?
- What have you learned?

- What did you discover about how you learn?
What process was used to create the product?
What skills/abilities are demonstrated? Improved?
- What did you learn about the project topic?
What do you know now that you didn't know before?
- What would you do differently next time?
How did you feel successful? What obstacles did you meet? Why?
 - Why is what you have accomplished relevant or important?
Where else might you use what you have learned?
How will this project impact your future either at college or your place of employment?
 - Please include other comments you would like to make about the learning experience???

These questions are meant as a guide only. While for some the project may reflect a career choice, for others it will serve as a new hobby or interest. Remember the intent of the self-evaluation is to paint the final picture of what the Senior Project has meant to your senior year and your future.

A sample of the "Getting Started" essay has been provided.

Sample Journal Entry

Tess Weiss
2006

October 7,

When I first heard of the Senior Project, my first thoughts were not all that pleasant. I had always heard that the last year of high school was supposed to be about fun, and now they had added a huge requirement. Well, I took Mrs. Johnson at her word when she told us to give lthought to the choice of topic. I had always planned to go to college, but I had never really given careful thought as to why. I decided to turn this requirement into an opportunity to explore an area on interest.

I have taken dance lessons for eight years. I had once thought I would study dance with the goal of becoming a professional, but I realized that is as likely to happen as my boyfriend's getting an NBA contract. Because of injuries I had related to dance, I have become interested in the area of physical therapy. I decided to look into that as a possible topic.

I used my mother's contacts in the medical world to contact a local PT who specializes in sports & dance related injuries. I have set up an appointment with Nick Van Dusen. I am fortunate that he is willing to be my mentor. He works with college athletes at URI and professional dancers connected to the Festival Ballet Company. I am a little nervous. I will be shadowing him and eventually, depending on how my first interview goes with him, assisting him during the regular conditioning sessions he has both with the URI basketball team and the ballet company.

The parts of this project are starting to make sense to me. I am glad I will have the chance to write a paper on a topic I have chosen. I am unsure about the specific topic, but I have a sense that ideas will be plentiful after I meet with Mr. Van Dusen. I am still concerned about time and organization. But I am less unsure than I was.

PRODUCT

Requirements of the Senior Project Product

The product combines the knowledge gained in the research process and the experience in the field with your mentor. Tangible evidence of this process must be provided.

Requirements:

1. The product is student-generated and represents a learning stretch.
2. The student spends a minimum of fifteen documented hours of contact with a mentor. Travel time or time spent practicing are not part of the fifteen hour requirement.
3. The work on the product is done independently outside of class.
4. The student keeps a journal and reflects on the process throughout the product phase.
5. The student provides visual evidence of the process of creating the product from start to finish.
6. The student takes responsibility for any cost, transportation, or equipment required to create the product.

Fieldwork Time Log

Student's Name _____ Type of Fieldwork _____

Mentor's Name _____ Mentor's Occupation _____

1. Date _____ Hours worked today _____ Mentor Initials _____ Student Initials _____

Description of field work for today:

2. Date _____ Hours worked today _____ Mentor Initials _____ Student Initials _____

Description of field work for today:

3. Date _____ Hours worked today _____ Mentor Initials _____ Student Initials _____

Description of field work for today:

4. Date _____ Hours worked today _____ Mentor Initials _____ Student Initials _____

Description of field work for today:

5. Date _____ Hours worked today _____ Mentor Initials _____ Student Initials _____

Description of field work for today:

6. Date _____ Hours worked today _____ Mentor Initials _____ Student Initials _____

Description of field work for today:

7. Date _____ Hours worked today _____ Mentor Initials _____ Student Initials _____

Description of field work for today:

8. Date _____ Hours worked today ____ Mentor Initials _____ Student Initials _____
Description of field work for today:

9. Date _____ Hours worked today ____ Mentor Initials _____ Student Initials _____
Description of field work for today:

10. Date _____ Hours worked today ____ Mentor Initials _____ Student Initials _____
Description of field work for today:

11. Date _____ Hours worked today ____ Mentor Initials _____ Student Initials _____
Description of field work for today:

12. Date _____ Hours worked today ____ Mentor Initials _____ Student Initials _____
Description of field work for today:

13. Date _____ Hours worked today ____ Mentor Initials _____ Student Initials _____
Description of field work for today:

14. Date _____ Hours worked today ____ Mentor Initials _____ Student Initials _____
Description of field work for today:

15. Date _____ Hours worked today ____ Mentor Initials _____ Student Initials _____
Description of field work for today:

Interview Evaluation Letter Mentor

To the Student:

Please complete the following information and give this form to the person you are interviewing. Please provide the person interviewed with a stamped envelope addressed to Senior Project Coordinator, Narragansett High School, 245 South Pier Road, Narragansett, RI 02882.

Student's Name: _____

Paper Topic: _____

Name of Person Interviewed: _____ Occupation: _____

Street Address: _____ City, State, Zip code: _____

Telephone: _____

To the Person Interviewed:

Thank you for taking the time to speak with a student about his/her Senior Project. This project gives the student a chance to gain vast and specific information about a field of interest from an expert. *After* the interview, please respond to the questions below to help us determine how effectively the student has used the opportunity. We thank you very much.

Important:

Once you have received a thank you note from the student, please mail the form in the envelope provided by the student before _____ for regular graduates and before _____ for early graduates. Thank you very much for your time.

1. How were you contacted and asked to participate in this task?

2. Did the student arrive on time for the interview? Yes ___ No ___
3. Was the student dressed appropriately for the interview? Yes ___ No ___
4. Was the student prepared with questions and basic information? Yes ___ No ___
5. Did the student take notes and/or tape the interview? Notes ___ Tape ___ Yes ___ No ___
6. How long was the interview? _____
7. Do you feel that the interview was productive? Explain

8. Please add any additional comments.

Signature: _____ Date: _____

NARRAGANSETT HIGH SCHOOL SENIOR PROJECT:

STUDENT ELECTRONIC RECORDING RELEASE AND LIABILITY WAIVER

Student Release

I hereby authorize _____ (“Student”) and Narragansett High School, and its agents (“Narragansett High School”), to photograph, video tape, or use any other electronic method of recording my likeness and/or voice (hereinafter collectively referred to as “Electronic Recording”) as part of Student’s Senior Project. I waive any right to inspect and/or approve the use of the Electronic Recording in Student’s Senior Project, provided the Electronic Recording is not digitally manipulated to change its content. I further consent that my name and identity may be revealed in the Electronic Recording or by descriptive text or commentary.

I hereby give Student and Narragansett High School the absolute right and permission, without restrictions, to use, re-use, or publish said Electronic Recording in any finished printed materials, videos, and/or web sites created in connection with the Student’s Senior Project or the Senior Project program. I further waive any right to inspect and/or approve any such finished printed materials, videos and/or web sites where said Electronic Recording is used.

I waive any right to compensation for the use of the Electronic Recording in any way authorized by this release. I understand that the Electronic Recording shall remain the property of the Student and Narragansett High School.

Student Liability Waiver

I release _____ (“Student”) and Narragansett High School, and its agents (“Narragansett High School”) from liability for any violation of any personal or proprietary right I may have in connection with the use of any photograph, video tape, or any other electronic method of recording my likeness and/or voice as part of Student’s Senior Project. I further understand that the Student and Narragansett High School are not responsible for any and all potential risks resulting from the Senior Project. Accordingly, I release the Student and Narragansett High School from all claims arising from any financial obligations incurred, damage, injury, or accident suffered while I participate in the Student’s Senior Project.

I have read and fully understand the terms of this release and liability waiver.

Student Signature: _____ Date: _____

NARRAGANSETT HIGH SCHOOL SENIOR PROJECT:

PARENT/GUARDIAN ELECTRONIC RECORDING RELEASE AND LIABILITY WAIVER

Parent/Guardian Release

As parent/guardian of _____ (“Child”) I hereby authorize _____ (“Student”) and Narragansett High School, and its agents (“Narragansett High School”), to photograph, video tape, or use any other electronic method of recording my Child’s likeness and/or voice (hereinafter collectively referred to as “Electronic Recording”) as part of Student’s Senior Project. I waive any right to inspect and/or approve the use of the Electronic Recording in Student’s Senior Project, provided the Electronic Recording is not digitally manipulated to change its content. I further consent that my Child’s name and identity may be revealed in the Electronic Recording or by descriptive text or commentary.

I hereby give Student and Narragansett High School the absolute right and permission, without restrictions, to use, re-use, or publish said Electronic Recording in any finished printed materials, videos, and/or web sites created in connection with the Student’s Senior Project or the Senior Project program. I further waive any right to inspect and/or approve any such finished printed materials, videos and/or web sites where said Electronic Recording is used.

I waive any right to compensation for the use of the Electronic Recording in any way authorized by this release. I understand that the Electronic Recording shall remain the property of the Student and Narragansett High School.

Parent/Guardian Liability Waiver

As parent/guardian of _____ (“Child”), I release _____ (“Student”) and Narragansett High School, and its agents (“Narragansett High School”) from liability for any violation of any personal or proprietary right my Child and/or I may have in connection with the use of any photograph, video tape, or any other electronic method of recording my Child’s likeness and/or voice as part of Student’s Senior Project. I further understand that the Student and Narragansett High School are not responsible for any and all potential risks resulting from the Senior Project. Accordingly, I release the Student and Narragansett High School from all claims arising from any financial obligations incurred, damage, injury, or accident suffered while my Child participates in the Student’s Senior Project.

I have read and fully understand the terms of this release and liability waiver.

Parent/Guardian Signature: _____ Date: _____

PRODUCT/PROCESS EVALUTION RUBRIC FOR MENTORS

Good mentors are a vital part of a successful Senior Project. We appreciate your willingness to have helped us this year by mentoring a student. As the person who has worked most closely with the student on the product portion of the project, we need your input in determining the student's success. Please use this Product Evaluation Rubric to assess your mentee. Please return the completed rubric in the stamped, addressed envelope provided by your student. The envelope should be addressed to Lauren Johnson, Senior Project Coordinator, C/O Narragansett High School, 245 South Pier Road, Narragansett, RI, 02882.

Student Name: _____

Project: _____

Mentor's Name: _____

Mentor's Signature: _____ Date: _____

| Criteria to be Assessed | Proficient | | Not Proficient | |
|---|--|---|---|---|
| | Exceeds the Standard | Achieves the Standard | Working to Meet the Standard | Fails to Meet the Standard |
| Effort/Time <i>What kind of effort and time did the student invest in the creation of this product?</i> | <input type="checkbox"/> Student invested extra time and effort to create the product. | <input type="checkbox"/> Student invested sufficient time and effort to create the product. | <input type="checkbox"/> Student invested some time and effort to create the product, but not enough to be satisfactory. | <input type="checkbox"/> Student invested minimal time or effort to create the product. |
| Planning/Exploration <i>How thoroughly did the student plan and explore possible methods to create the product?</i> | <input type="checkbox"/> Student demonstrated extensive planning and exploration of methods to create the product. | <input type="checkbox"/> Student demonstrated satisfactory planning and exploration of methods to create the product. | <input type="checkbox"/> Student demonstrated some planning and exploration of ways to create the product, but not enough to be satisfactory. | <input type="checkbox"/> Student demonstrated little or no planning or exploration of ways to create the product. |

| | | | | |
|---|--|--|---|---|
| Problem Solving <i>Did the student solve problems as they occurred and demonstrate sound judgment in asking for guidance when needed?</i> | <input type="checkbox"/> Student showed exceptional problem solving ability, demonstrated sound judgment in asking for guidance, and may have shown resourcefulness in seeking help from additional sources. | <input type="checkbox"/> Student showed satisfactory problem solving ability and demonstrated sound judgment in asking for guidance. | <input type="checkbox"/> Student showed some problem solving ability and at times may have demonstrated sound judgment in asking for guidance, but not enough to be satisfactory. | <input type="checkbox"/> Student showed little or no problem solving ability and poor judgment in asking for guidance when needed. |
| Evidence of Learning <i>How well did the student learn the concepts and skills necessary to create the product?</i> | <input type="checkbox"/> Student learned not only the concepts and skills necessary to create the product, but went beyond to learn even more.. | <input type="checkbox"/> Student satisfactorily learned the concepts and skills necessary to create the product. | <input type="checkbox"/> Student learned some of the skills and concepts necessary to create the product, but did not learn enough to be satisfactory. | <input type="checkbox"/> Student learned few or none of the skills and concepts necessary to create the product. |
| Use of Sources/Materials <i>How well was the student able to utilize sources and materials?</i> | <input type="checkbox"/> Student not only utilized sources and materials with efficiency, but also demonstrated resourcefulness and ingenuity. | <input type="checkbox"/> Student efficiently utilized sources and materials to create the product in a satisfactory manner.. | <input type="checkbox"/> Student utilized sources and materials somewhat efficiently, but not enough to create the product in a satisfactory manner | <input type="checkbox"/> Student did not utilize sources and materials efficiently. |
| Creativity and Enthusiasm <i>What kind of creativity and enthusiasm did the student display?</i> | <input type="checkbox"/> Student was exceptionally enthusiastic and creative. | <input type="checkbox"/> Student was enthusiastic and creative. | <input type="checkbox"/> Student was somewhat enthusiastic and creative but not enough to be satisfactory. | <input type="checkbox"/> Student was not enthusiastic or creative. |
| Verification/Paperwork <i>Were all materials related to project verification handled in a timely and responsible manner?</i> | <input type="checkbox"/> Student not only turned in required paperwork and verification logs in a timely and responsible manner, but also was self directed and kept materials organized. | <input type="checkbox"/> Student turned in required paperwork and verification logs in a timely and responsible manner. | <input type="checkbox"/> Students turned in most of the required paperwork and verification logs, but not always in a timely or responsible manner. | <input type="checkbox"/> Students did not turn in the required paperwork or verification logs in a timely or responsible manner. |
| Professional Behavior <i>Did the student conduct himself in a manner consistent with best business practices?</i> | <input type="checkbox"/> Student was always courteous, responsible, punctual, honest, and accepted full accountability for his actions. Student showed a maturity beyond his age. | <input type="checkbox"/> Student was courteous, responsible, punctual, honest, and accepted accountability for his actions. | <input type="checkbox"/> Student was usually courteous, responsible, punctual, honest, and accepted accountability for his actions, but not always in a satisfactory manner. | <input type="checkbox"/> Student was not courteous, responsible, punctual, honest, and did not accept accountability for his actions. |

**Narragansett High School Senior Project
Product Self-Evaluation**

NAME: _____

TEACHER NAME: _____

CLASS: _____

DATE: _____

Briefly describe the product that you completed for your Senior Project:

Date product began: _____

Date product completed: _____

Estimated number of hours spent on producing the product: _____

Number of mentor contact hours: _____

People who provided assistance: _____

Instructions:

- *Choose at least one question/prompt from each category to answer thoughtfully in complete sentences using paragraph form.*
- *Write neatly and legibly.*
- *Write a first draft of your responses before completing this form.*
- *Write the question/prompt before you begin your response.*

Question/Prompt:

I. How has this project changed/impacted you?

1. Explain how completing the product has prepared you for next year as well as for future years.
2. Describe a key moment when your understanding changed.
3. Very specifically describe how the project has stretched you emotionally, intellectually and/or physically.
4. What is the most important skill you have acquired during the product phase?

II. What changes would you make? What problems did you encounter?

1. If given the opportunity to re-do your product, what changes/additions/subtractions would you make?
2. Describe what problems you encountered in completing the product and how you solved them.
3. Did your product turn out the way you planned? If not, why? If yes, elaborate on the specific factors that led to the success of your product.

III. Self-Satisfaction/Sense of Accomplishment

1. Describe the time you felt the most satisfaction in the process of completing your product.
2. Which part of the assignment did you enjoy the most?

IV. Optional (If you do not answer this question, you must answer at least two questions from one of the other sections.)

Tell us any additional information about your product or experience that you would like us to know.

On my honor and to the best of my knowledge, all of the information above is accurate and true.

Student Signature

Date

Insert product self-eval rubric

Name: _____

| EXPECTATIONS AND STANDARDS | EXCEEDS STANDARD | ACHIEVES STANDARD <i>This level indicates successful achievement of the task.</i> | BELOW STANDARD |
|--|--|---|---|
| Reflection Student demonstrates the ability to self assess and reflect on work completed | <input type="checkbox"/> Student responses appear thoughtful, honest, and sincere. <input type="checkbox"/> Student makes clear connections between the quality of the final product and the process. | <input type="checkbox"/> Some evidence of thoughtfulness and sincerity. <input type="checkbox"/> Student begins to make some connections between the quality of the final product and the process. | <input type="checkbox"/> No evidence of self assessment or reflection <input type="checkbox"/> Student does not make connections between the quality of the final product and the process. |
| Composition The student demonstrates a command of the English language, sentence structure and grammar | <input type="checkbox"/> Student writing shows a strong use of communication conventions. <input type="checkbox"/> Errors are few. | <input type="checkbox"/> Student writing shows good use of communication conventions. <input type="checkbox"/> Some errors are present but the essence of the report is not disturbed by these errors. | <input type="checkbox"/> Student writing shows little use of communication conventions. <input type="checkbox"/> Many errors are present and the essence of the report is disturbed by these errors. |

Comments: _____

PORTFOLIO AND SENIOR PRESENTATIONS

Overview of Senior Project Portfolio

Due Date:

The Senior Portfolio documents your journey through Senior Project. Your portfolio gives the Senior Board Judges an opportunity to become acquainted with you and your project before your presentation. This is their first impression of you... so make it a good one. *Love It, Learn It, Live it.* Through viewing your portfolio, the judges should (will) experience your personal style (personality) as well as view the record of your project. You must submit your completed portfolio in two formats, hard copy and digital copy. Information regarding the individual formats is provided.

You must complete and submit the Senior Project Portfolio **before** you will be allowed to present to the Board, and remember... a passing score on your presentation must be received in order to graduate with your classmates in June.

Students whose portfolios are incomplete by the end of school on (date) must petition the Senior Project Review Board in person on (date) in order to receive a possible extension and determine eligibility for participation in graduation. Students whose portfolios remain incomplete after (date) will receive their diploma upon completion of their Senior Project at a designated date. (after graduation)

A “complete” portfolio means that all elements are included and satisfy all requirements as outlined on the following pages:

- ✓ Personalized Cover
- ✓ Table of Contents
- ✓ Letter of Introduction to the Judges
- ✓ Personal Ethics Statement
- ✓ Time/Cost Analysis
- ✓ Mentor Agreement Letter
- ✓ Letter of Intent
- ✓ Legal Forms and Disclaimers
- ✓ Approval Forms
- ✓ Final Approved Research Paper
- ✓ Yes Tests
- ✓ Fieldwork Time Log
- ✓ Mentor Statement
- ✓ Project Journal
- ✓ Working Bibliography for Product
- ✓ Personal Voice

Yes Test for the Portfolio

The first opportunity to make a good impression on the Senior Board judges is through your Senior Project Portfolio. Presenting yourself in the best light possible is important. To reach proficiency on your portfolio, all required items must be included. Pages should be in the required order, numbered, and typed. Since some documents may vary in length, page numbers may vary. A blank space has been provided next to each title so that you may provide the correct page number(s) as they apply to your portfolio. The portfolio should have no bent, crumpled, torn or soiled pages. Every page should be in a plastic page protector. You must reach proficiency on your portfolio before being permitted to make your presentation at Senior Boards. Your teacher will use this list to determine if you have met all the criteria. To ensure success, do a self-assessment using this yes test prior to submitting your portfolio.

| Yes | No | Page number/Title |
|-----|-----|---|
| ___ | ___ | ___ Personalized Cover |
| ___ | ___ | ___ Table of Contents |
| ___ | ___ | ___ Letter of Introduction to the Judges |
| ___ | ___ | ___ Personal Ethics Statement |
| ___ | ___ | ___ Time /Cost Analysis |
| ___ | ___ | ___ Mentor Agreement Letter |
| ___ | ___ | ___ Letter of Intent |
| ___ | ___ | ___ Parental Acknowledgement for Letter of Intent |
| ___ | ___ | ___ Student Liability Waiver |
| ___ | ___ | ___ Parent Liability Waiver |
| ___ | ___ | ___ Usage Liability Waiver |
| ___ | ___ | ___ Proposal Approval Sheet |
| ___ | ___ | ___ Research Paper “Yes” Test First Draft |
| ___ | ___ | ___ Research Paper “Yes” Test Second Draft |
| ___ | ___ | ___ Final Approved Research Paper (clean copy) |
| ___ | ___ | ___ Working Bibliography for Product |
| ___ | ___ | ___ Completed Assessments |

| | | | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Interview Evaluation Letter - Mentor |
| ___ | ___ | ___ | Fieldwork Time Log |
| ___ | ___ | ___ | Mentor Statement |
| ___ | ___ | ___ | Mentor Product/Process Evaluation Rubric |
| ___ | ___ | ___ | Thank you letter Mentor |
| ___ | ___ | ___ | Photos documenting process |
| ___ | ___ | ___ | Project Journal |
| ___ | ___ | ___ | Personal Voice (Optional) |
| ___ | ___ | ___ | Final Reflection |

___ ___ Pages are not bent, crumpled, torn or soiled

___ ___ Pages are in order

___ ___ Pages are typed

___ ___ Pages are numbered

Description of Portfolio Requirements

- **Personalized Cover**

Your portfolio cover should be a recreation from the commitment poster.

- **Table of Contents**

Your table of contents is a complete list of all required elements in order according to the “yes test” for the portfolio, with assigned page numbers.

- **Letter of Introduction to the Judges**

Your letter of introduction to the judges is your opportunity to tell the judges who you are and why you chose your area of study. It should include your thoughts, selection process, learning stretch, and a thank you to the judges. This gives the judges a glimpse of you and your project before your presentation begins.

- **Personal Ethics Statement**

This statement is your pledge that all of the work involved in completing your Senior Project is your own. It is your promise that you will maintain highest standards of honesty and integrity while completing the Senior Project.

- **Time/Cost Analysis**

Your time/cost analysis will be prepared during the Senior Project Class according to specific guidelines. This analysis is an integral part of the Letter of Intent process. It gives the student the opportunity *to plan* the resources necessary to complete the Senior Project with success, on time and within an approved budget. These resources include but are not limited to the time to create the product, time for fieldwork, raw material costs of creating the product, transportation costs, associated fieldwork costs (fees, lessons etc), and research materials needed to create your product.

- **Letter of Intent**

Your letter of intent must be approved by the Review Board and include all parental and mentor signatures. Your Letter of Intent will be written as part of the Senior Project course curriculum according to specific guidelines.

- **Legal Forms and Disclaimers**

Copies of any required legal forms, waivers, and disclaimers unique to the completion of your Senior Project must be included.

- **Approval Forms**

Copies of any required forms needed for approval in order to complete your Senior Project must be included.

- **Final “Approved” Research Paper**

This is a clean copy of your completed research paper.

- **Yes Tests**

In this section you will include the completed Yes Tests necessary to have an approved Research Paper and Product. These forms are a check list of required elements. They are the first tests your paper and product need to pass before the paper and product can be assessed.

- **Fieldwork Time Log**

Your fieldwork time log provides documentation of your fieldwork. Your mentor will acknowledge the time spent and summarize the work done for your Senior Project at each meeting.

- **Mentor Statement**

This is your mentor’s opportunity to evaluate your work over the course of the creation of your product. The Mentor Statement with appropriate signatures and approvals must be included.

- **Project Journal**

In this section you will include your project journal which records your progress and reflections throughout the process. Your journal will be reviewed on specific dates by your Senior Project teacher.

- **Working Bibliography for Product**

This is a complete list of all research materials consulted to create the product. This list must follow MLA format.

- **Personal Voice**

This section of the portfolio is optional. It is an opportunity for the student to enhance the portfolio with pictures or any additional artifacts or comments he/she feels will bring further insight to the reader about the student and the Senior Project.

Letter of Introduction to the Judges

The purpose of the Letter of Introduction to the Judges provides information to the judges that may not be evident through the presentation. The judges will read the letter just before the Senior Boards begin.

The following information must be included in the letter:

- Paragraph One: Reflections / thoughts on your education and/or personal background
- Paragraph Two: Your project selection process..Paper, Fieldwork
- Paragraph Three: Evaluation of your “Learning Stretch”..Paper, Fieldwork
- Paragraph Four: Reflections/thoughts on your project..Paper, Fieldwork
- Paragraph Five: Thank you to the judges for taking the time to be there and for supporting the seniors with the projects

The letter should have some length and substance. Set the tone with a description of a situation or event that made you choose the particular topic as you write. Bring in personal information if you can do so smoothly.

Basic Tools

Remember to begin with words other than “I.”

Keep your audience in mind.

Keep each paragraph focused on one idea.

Do not use useless words like “things” and “get” find the exact word.

Watch the punctuation.

Use the proper block letter format.

Senior Project Presentation

Presentation Date: _____

To graduate in June, each senior must successfully complete the fourth and final stage, the Senior Boards. Students are required to appear before a panel of judges comprised of faculty and community members and present the Senior Project. On the day of the boards, panel judges will have the opportunity to review the Senior Project Portfolios to become familiar with the projects. Panel members will assess each presentation according to the criteria of the Senior Project Presentation Scoring Rubric.

Each student must receive a passing score on the Senior Board Presentation in order to graduate with the class in accordance with Senior Project requirements as approved by the school committee. Students who do not earn a passing score on the Senior Boards will be given a second opportunity to deliver the presentation at a predetermined date prior to graduation. A third opportunity may be available over the summer through the appeal process.

Students are expected to

- Complete a “practice” board presentation
- Present on the scheduled date
- Arrive on time
- Follow the requirements of the Senior Project Presentation Scoring Rubric
- Dress appropriately (students must pass yes test before being allowed to present)

The requirements of the Senior Project Presentation:

- 8 – 12 minutes in length
- Obvious introduction and conclusion
- Description of Research Paper and Fieldwork
- Description of process for choosing the topic
- Clear connection between Research Paper and Fieldwork
- Clear explanation of the learning stretch/challenge
- Use of audio/visual aid
 - Integrated poster, recording, video, mounted pictures , (PowerPoint not considered audio/visual aid but an organizational tool)
 - 2 minute maximum
 - Product or pictures of product
- Impact on life and/or goals

Senior Project Presentation Scoring Rubric

| Senior Project Presentation Scoring Rubric | | | |
|---|--|---|--|
| | Exceeds | Achieves <small>This level indicates successful achievement of the task.</small> | Below |
| <p>Content explains the process and findings of the project and resulting learning.</p> <p style="text-align: center; font-size: 24pt; font-weight: bold;">20%</p> | <p>Ideas are sophisticated, substantial, and well-developed</p> <p>Evidence of complex problem solving and learning stretch is provided</p> <p>Vocabulary and terms are articulated appropriately and associated with the subject matter</p> <p>Analysis and conclusion are based on research and/or fieldwork</p> <p>Strong tenable link between research paper and fieldwork is provided</p> <p style="text-align: center; font-weight: bold;">3 2 1</p> | <p>Ideas are sufficient and developed</p> <p>Evidence of problem solving and learning stretch is provided</p> <p>Vocabulary and terms are usually articulated appropriately and associated with the subject matter</p> <p>Analysis and conclusion are generally based on research and/or fieldwork</p> <p>Tenable link between research paper and fieldwork is provided</p> <p style="text-align: center; font-weight: bold;">3 2 1</p> | <p>Ideas are scattered and need developing</p> <p>Little or no evidence of problem solving and learning stretch is provided</p> <p>Vocabulary and terms are inappropriately articulated and not associated with the subject matter</p> <p style="text-align: center;"><i>*Analysis and conclusion are not based on research and/or fieldwork</i></p> <p style="text-align: center;"><i>*No tenable link between research paper and fieldwork is provided</i></p> <p style="text-align: center; font-weight: bold;">3 2 1</p> |
| <p>Organization allows the audience to follow the communication.</p> <p style="text-align: center; font-size: 24pt; font-weight: bold;">20%</p> | <p>Topic is introduced clearly and creatively</p> <p>Clear focus is maintained</p> <p>Satisfying conclusion leaves audience with a sense of closure</p> <p>Thoughtful transitions clearly show how ideas connect</p> | <p>Topic is introduced clearly</p> <p>Focus is maintained</p> <p>Conclusion ties up most loose ends</p> <p>Transitions work well with few exceptions</p> | <p>Topic is not introduced clearly</p> <p>Focus is not maintained</p> <p>Conclusion is missing or does not tie up loose ends</p> <p>Transitions seldom connect ideas</p> |

| | Well-chosen structure matches the content 3 2 1 | Structure sometimes detracts from content 3 2 1 | Structure often detracts from content 3 2 1 |
|---|---|---|---|
| <p>Composition shows use of communication conventions.</p> <p>20%</p> | <p>Sentences are well-constructed</p> <p>Variety of sentence structure is evident</p> <p>Grammar and usage are correct</p> <p>Grammar and usage contributes to clarity and style</p> <p>Presentation shows evidence of creativity</p> <p>Presentation is connected and fluid</p> <p>3 2 1</p> | <p>Sentences are constructed well enough to convey meaning</p> <p>Variety of sentence structure is evident</p> <p>Grammar and usage are correct for the most part</p> <p>Any errors in grammar and usage do not hinder clarity</p> <p>Presentation shows some evidence of creativity</p> <p>Presentation is mostly connected and fluid</p> <p>3 2 1</p> | <p>Sentences are not constructed well enough to convey meaning</p> <p>Little or no variety of sentence structure is evident</p> <p>Grammar and usage are incorrect for the most part</p> <p>Errors in grammar hinder clarity</p> <p>Presentation is not connected or fluid</p> <p>3 2 1</p> |
| <p>Delivery engages through voice, eye contact, and movement</p> <p>20%</p> | <p>Student fully engages the audience</p> <p>Student speak clearly, effectively, confidently, uses suitable volume, pace, and inflection</p> <p>Student uses movement to focus attention and interest effectively</p> <p>3 2 1</p> | <p>Student attempts to engage the audience</p> <p>Student speaks clearly, uses suitable volume, pace, and inflection</p> <p>Student incorporates appropriate movement into the presentation</p> <p>3 2 1</p> | <p>Student does not engage the audience</p> <p>Student does not speak clearly and audibly and/or uses unsuitable pace</p> <p>Student uses movement that distracts from the delivery of the message</p> <p>3 2 1</p> |
| <p>Technology/Media enhances understanding of the presentation.</p> <p>10%</p> | <p>Technology and/or Media are used as tools to enhance and deepen audience understanding</p> <p>3 2 1</p> | <p>Technology and/or Media are used as tools to enhance audience understanding</p> <p>3 2 1</p> | <p>Technology and/or media are ineffective and/or detract from the audience's understanding</p> <p>3 2 1</p> |

| | | | |
|--|---|--|---|
| <p>Questions & Answers</p> <p>10%</p> | <p>Extensive knowledge of topic is demonstrated through confident responses that are accurate, logical, and complete</p> <p>3 2 1</p> | <p>Knowledge of topic is demonstrated through responses that are accurate, logical and complete</p> <p>3 2 1</p> | <p><i>*Knowledge of topic is incomplete and is demonstrated through responses that are inaccurate or inappropriate</i></p> <p>3 2 1</p> |
|--|---|--|---|

Directions for Using Senior Project Presentation Scoring Rubric

As you observe the student's presentation, check the categories which apply. Based on the distribution of the checkmarks, determine whether the student has exceeded, achieved or is below the standard. In each indicator exceeds, achieves or below select a level of attainment from 3 to 1 where 3 is the highest.

To determine a score, use the Senior Project Presentation Scoring Sheet. Each area you circled has a coordinated point assignment. The total of those points will be the student's score.

The highest and lowest scores will be eliminated. The average of the remaining three scores is the student's grade.

If a statement which appears in bold on the Presentation Rubric has been checked, the group must discuss the student's performance in that area. If three of the five judges agree that the student performed at the below level in the bolded indicator, the student will automatically receive a "not yet" for his/her Senior Board and will have to do another presentation at a later date.

A student may also receive a "not yet" if his/her presentation is not within the allotted time or if he/she receives a score less than a 75.

Senior Project Presentation Scoring Sheet

Students Name _____

Project Topic _____

Grade _____

Directions: Circle the scores which apply. Place the score under the category. Total the first column of scores.

| | Exceeds | Achieves | Below |
|----------------------------------|----------------------------|-----------------------------|---------------------------|
| Content Score ____ | 3 = 20 2 = 19 1 = 18 | 3 = 17 2 = 16 1 = 15 | 3 = 13 2 = 8 1 = 4 |
| Organization Score ____ | 3 = 20 2 = 19 1 = 18 | 3 = 17 2 = 16 1 = 15 | 3 = 13 2 = 8 1 = 4 |
| Composition Score ____ | 3 = 20 2 = 19 1 = 18 | 3 = 17 2 = 16 1 = 15 | 3 = 13 2 = 8 1 = 4 |
| Delivery Score ____ | 3 = 20 2 = 19 1 = 18 | 3 = 17 2 = 16 1 = 15 | 3 = 13 2 = 8 1 = 4 |
| Technology/Media Score ____ | 3 = 10 2 = 9.5 1 = 9 | 3 = 8.5 2 = 8 1 = 7.5 | 3 = 6.5 2 = 4 1 = 2 |
| Question & Answers Score ____ | 3 = 10 2 = 9.5 1 = 9 | 3 = 8.5 2 = 8 1 = 7.5 | 3 = 6.5 2 = 4 1 = 2 |

Total ____

MISCELLANEOUS

REVIEW BOARD

The Senior Project process requires that you take responsibility for your actions. One of those responsibilities is to meet all deadlines, as some aspects of the project are dependent on the completion of others. The Senior Project calendar has been carefully created to allow for a smooth transition from one part of the project to another in a timely manner. When a deadline has not been met a warning letter will be sent home. Failure to meet deadlines or any of the requirements of the Senior Project process may jeopardize your graduation. A review board is in place to address issues of concerns.

Warning Letter to Parent/Guardian

To the Parent/Guardian of _____,

Date: _____

As you are aware, your son/daughter is currently working toward completing his/her Senior Project for graduation. We at NHS believe that communication of any concerns that may hinder the student's success is vital. We have now completed the _____ . Your son/ daughter has failed to meet the minimum requirements of this stage of the Senior Project. Consequently, this has placed his/her graduation in jeopardy.

Please call Lauren Johnson at 792-9400 at your earliest convenience so that we can discuss the possible solutions to this problem. We look forward to hearing from you.

Sincerely,

**Senior Project Calendar
2006-2007**

| Due Dates | Responsibilities /Events |
|----------------------|---|
| Week of 9/4 | Manual Distribution |
| Week of 9/11 | Topic Selection Analysis Form |
| Week of 9/11 | Time/Cost Analysis Questionnaire |
| Week of 9/18 | Mentor Selection |
| Week of 9/18 | Mentor Invitations |
| Week of 9/18 | Mentor Interview |
| Week of 9/18 | Mentor Interview Evaluation Letter Due |
| Week of 9/18 | Mentor Agreement Letter |
| Week of 9/25 | Letter of Intent |
| Week of 9/25 | Letter of Intent Parent Consent Form |
| Week of 9/25&10/2 | Proposal Approval Sheet Returned |
| Week of 9/25 | Parent/Guardian Acknowledgement Form Liability Waiver |
| Week of 9/25 | Student Acknowledgement Form Liability Waiver |
| Week of 9/25 | Ethical Statement |
| Week of 10/2 | Senior Project Journal Check (Planning Entry) |
| Week of 10/2 | Research Paper Topic Due |
| Week of 10/9 | Resubmit "Not Yet" Letters of Intent |
| Week of 10/16 | "Not Yet" Proposal Approval Sheet Returned |
| Week of 10/16 | Senior Project Sign of Commitment |
| Week of 10/16 | Preliminary Thesis, Research Proposal, and Research Questions |

| | |
|------------------|---|
| Week of 10/16 | Completed Bibliography Cards |
| Week of 10/30 | First Round of Note Cards |
| Week of 11/7 | Second Round of Note Cards |
| Week of 11/14 | Organizational Plan |
| Week of 11/27 | Introduction, Revised Thesis, First Four Pages of Paper Formatted Correctly Including Topic Page and Works Cited |
| Week of 12/18 | Research Paper Due |
| Week of 12/18 | Senior Project Journal Check (Research Paper Entry) |
| Week of 1/8 | “Not Yet” Papers returned for Revision |
| Week of 1/15 | Revisions of “Not Yet” Papers Due |
| Week of 2/5 | Faculty Research Paper Reading Day |
| Week of 2/12 | Begin Product Plan with Mentor |
| Week of 2/26 | Complete Product Plan |
| Week of 2/26 | Introduce Mentor Log |
| Week of 3/12 | Mentor Log Check |
| Week of 3/19 | Mentor Breakfast |
| Week of 3/26 | Mentor Log Check |
| Week of 4/9 | Mentor Log Check |
| Week of 4/23 | Mentor Log Due Product Completed |
| Week of 4/23 | Senior Project Journal Check (Field Work Entry) |
| Week of 4/30 | Mentor Product Evaluation |
| Week of 4/30 | Mentor Statement |
| Week of 4/30 | Thank-you letter for mentor |
| Week of 4/30 | Product Self- Evaluation Form Due |

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| Week of 4/30 | Letter of Introduction to the Judges |
| Week of 4/30 | Reflections |
| Week of 5/7 | Senior Project Portfolios Due |
| Week of 5/7 | Senior Project Journal Check (Portfolio Entry) |
| Week of 5/7 & 5/14 | Presentation/Speech Practice Attire Presentation |
| Week of 5/14 | Senior Project Journal Check (Final Self-Evaluation Entry) |
| Week of 5/21 | Senior Project Boards |
| Week of 5/28 | “Not Yet” Senior Project Boards |