

SUMNER HIGH SCHOOL



**SENIOR PROJECT MANUAL
2006-2007**

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Senior Project Rationale and New Standards

Why does the Sumner School District require a Senior Project for graduation?

The world is different in 2006 than it was in 1975. The outside world is now defining the skills that seniors need to be successful in the 21st century. The state of Washington, the federal government, the business community, and technology experts have all had a hand in defining what high school graduates should know and be able to do in 2006.

Take a look at the legislation telling seniors what they must be able to do:

Washington State Law requires a Senior Project:

(<http://www.k12.wa.us/communications/GradReq.aspx>): “Beginning with the Class of 2008, all Washington graduates must fulfill the following requirement:

* Complete a culminating project- This integrated learning project helps students understand the connection between school and the real world by studying a topic they like and presenting their findings to teachers, community members and other students.”

Washington State Essential Learning Requirements (<http://www.k12.wa.us/curriculumInstruct>):
Reading

2: The student understands the meaning of what is read.

Writing

1. The student writes clearly and effectively.
2. The student writes in a variety of forms for different audiences and purposes.
3. The student understands and uses the steps of the writing process.
4. The student analyzes and evaluates the effectiveness of written work.

Communication

1. The student uses listening and observation skills to gain understanding.
2. The student communicates ideas clearly and effectively.
3. The student uses communication strategies and skills to work effectively with others.

SCANS Commission on Workplace Skills (<http://www.scans.jhu.edu/NS/HTML/SkillsSimple.html>):

Resources: how to allocate time, money, materials, space and staff.

Information: can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

Interpersonal: can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

Systems: understand social, organizational, and technological systems: they can monitor and correct performance; and they can design or improve systems

Foundation skills: reading, writing, speaking and listening

Thinking skills: to learn, to reason, to think creatively, to make decisions, and to solve problems.

Personal qualities: Individual responsibility, self-esteem and self-management, sociability, and integrity.

National Technology Standards for Students (http://cnets.iste.org/student/s_stans.html):

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

You can see that many state and national bodies have an interest in and a need for high school seniors to graduate with a new set of skills.

SUMNER HIGH SCHOOL SENIOR PROJECT OVERVIEW

What is it?

Senior Project is a culminating demonstration of a student's achievement of the state and district learning goals, namely critical thinking, reading comprehension, and effective communication. Seniors are expected to demonstrate self-directed learning by selecting a topic of genuine interest and managing time well. The project components include the following:

- The research—a synthesis of information designed to inform and facilitate the project
- The project—15 hours of learning experience (obtained outside the school day but during the school year) which is reported in reflective journals
- The documentation—a portfolio of evidence of the student's learning, both in the Senior Project and throughout high school
- The presentation—an 8-10 minute speech illustrating learning over time which is made to a board of judges

The Senior Project will be one section in the student's culminating portfolio starting in 2008; the other sections will include selected pieces documenting the Educational Plan, Growth Over Time and Citizenship. Students in the class of 2006 are encouraged to include some of these pieces of culminating evidence of their growth as students.

Here at SHS, we have over 12 years of experience with almost five thousand students doing senior projects—with a 96% success rate. If you want to pass the project

1. Make sure you try hard
2. Meet the timing of the following benchmarks, and
3. Keep in touch with the contact teacher and take his/her advice.

If you do these simple things, you will be one of the almost five thousand students who have proudly passed the senior project.

HOW DO I USE THIS MANUAL?

The following three pages lay out the timeline for the Senior Project month by month and benchmark by benchmark. As with most tasks, the Senior Project is manageable if tackled one piece at a time, and the timeline has been planned with this in mind. Study the calendar and transfer any important dates to your student planner or other organizational tool.

The manual is laid out by benchmarks; each section contains the forms, instructions and checklists you need to complete the requirements for the benchmark. Some of the forms will be part of your final portfolio, so keep your manual in good shape and be sure to store it in a safe location—only one copy is available per student.

Benchmark Timeline

MANUAL DISTRIBUTION

October 27, 2006

PARENT INFORMATION NIGHT

**November 27, 7:30 PM
SHS Performing Arts Center**

BENCHMARK I **Dec. 1: 3 items to be completed and turned into Sr. project coordinator by 3:00 pm**

- | | |
|--|--------|
| <input type="checkbox"/> Proposal | 1 item |
| <input type="checkbox"/> Integrity Commitment | 1 item |
| <input type="checkbox"/> Risk Management/Parent Consent Form | 1 item |

If this Benchmark is not met, parents will be contacted and Thursday School will be assigned for December 7.

BENCHMARK II **Jan. 5: 4 items total completed to date**

- | | |
|--|--------|
| <input type="checkbox"/> Parent/Student Contact Card | 1 item |
|--|--------|

If this Benchmark is not met, parents will be contacted and Thursday School will be assigned for January 11.

BENCHMARK III **Jan 26: 5 items total completed to date**

- | | |
|---|--------|
| <input type="checkbox"/> Initial Letter | 1 item |
|---|--------|

If this Benchmark is not met, parents will be contacted and Thursday School will be assigned for February 1.

BENCHMARK IV **Feb. 23: 7 items total completed to date**

- | | |
|--|--------|
| <input type="checkbox"/> Question #1: Quotations, Response and Source Analyses | 1 item |
| <input type="checkbox"/> Question #2: Quotations, Response and Source Analyses | 1 item |

If this Benchmark is not met, parents will be contacted and Thursday School will be assigned for March 1.

BENCHMARK V**Mar. 16: 10 items total completed to date**

- Question #3: Quotations, Response and Source Analyses 1 item
- Question #4: Quotations, Response and Source Analyses 1 item
- Question #5: Quotations, Response and Source Analyses 1 item

If this Benchmark is not met, parents will be contacted and Thursday School will be assigned for Mar. 22.

BENCHMARK VI**Mar. 23: 12 items total completed to date**

- Mentor Contact Card 1 item
- Mentor Verification #1 1 item

If this Benchmark is not met, parents will be contacted and Thursday School will be assigned on March 29.

BENCHMARK VII**Apr. 13: 15 items total completed to date**

- Mentor Verification #2 1 item
- Portfolio Cover Sheet 1 item
- Reflective Journals—5 hours documented 1 item

If this Benchmark is not met, parents will be contacted and the student will be assigned to morning tutoring during WASL week April 17-20.

BENCHMARK VIII**Apr. 27: 18 items total completed to date**

- Mentor Verification #3 1 item
- Reflective Journals—15 hours documented 1 item
- Capstone Letter 1 item

If this Benchmark is not met, parents will be contacted and Thursday School will be assigned on May 3.

BENCHMARK IX**May 11: All parts of project must be Complete and turned in by 3:00 PM**

- 100% Complete Senior Project Portfolio Due

If this Benchmark is not met, parents will be contacted by an Administrator, because the student will not be able to participate in graduation ceremonies.

SENIOR BOARDS**May 22 and 23**

- Speech Rehearsal Rubrics 1 and 2
- Visual Aid
- Professional Dress

BENCHMARK I

December 1

Three action items—to be submitted to Senior Project Coordinator on or before 12/1:

- Proposal—handed out in 1st period
- Integrity Commitment
- Risk Management Contract/Parent Consent Form

Dates to remember:

11/27 Parent Information Night, 7:30 in the PAC
12/13-12/15 Senior Project Proposal Feedback delivered in 1st period;
submit new proposal if necessary

In this section:

- Senior Project Proposal and Contract
- Integrity Commitment (*Portfolio document*)
- Risk Management/Parent Consent (*Portfolio document*)
- Parent/Student Contact Card

SENIOR PROJECT PROPOSAL AND CONTRACT

Approved by _____
Denied by _____
Date _____

Student name: _____

For the 15 hours of my project, I propose to do the following:
(Describe the project as specifically as possible)

I plan to complete the Benchmarks by the following dates:
(Dates may be earlier than or the same as scheduled Benchmark dates—but not later.)

Benchmark I _____

Benchmark II _____

Benchmark III _____

Benchmark IV _____

Benchmark V _____

Benchmark VI _____

Benchmark VII _____

Benchmark VIII _____

Student name :

Benchmark IX—Portfolio must be turned in by 3:00 on May 11.

I understand that this proposal will be reviewed by the Proposal Committee and that I must wait for approval before beginning my project. If I need to change my project activity, I will notify the Senior Project Coordinator and submit a new proposal.

Student signature : _____ Date: _____

Parent/guardian signature : _____ Date: _____

White copy: SP Coordinator

Yellow copy: Student

Pink copy: Contact teacher

Integrity Commitment

Honesty and integrity are essential character traits that must be demonstrated throughout life. Unethical behavior has severe consequences to an organization and to the individual in the work world, in personal life, and in the Senior Project. While we fervently hope no student will choose to behave unethically on the Senior Project, we want to be very clear about the consequences of cheating.

We define cheating as:

- Plagiarizing (claiming work is yours that is not) any part of the Culminating Project, particularly the research. In other words, *"Plagiarism refers to a form of cheating that has been defined as 'the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own' (Alexander Lindey, Plagiarism and Originality, New York: Harper, 1952).*
- Lying about or exaggerating the quality and/or quantity of the time spent working on the product phase; inventing or exaggerating a mentor relationship.

If any of these should occur, you would remove yourself from eligibility to give your senior board presentation. In consequence, you would also be removing yourself from commencement exercises. You would not walk at graduation.

You may have the opportunity to present your new, original work at a post-commencement board. Provided you pass that board—and satisfy the other graduation requirements—you would still earn your diploma.

I, _____,

and my parent/guardian, _____,
commit to honesty and integrity regarding the Senior Project. We understand the consequences of cheating.

Student signature: _____ Date: _____

Parent/Guardian signature: _____ Date: _____

Senior Project Risk Management/Parent Consent Form

The purpose of the Senior Project is to train students to conduct thorough research on a subject scholastically, perform a related project, and learn to present it to the public in an organized and professional manner that is up to the standards of the working world. The Senior Project requires students to select a topic outside of school curricula, so many students turn to recreational and athletic activities that are considered high-risk. The school's position must be that the educational value of a project must outweigh the consideration of knowingly allowing a student to be exposed to an activity that has been identified as a high risk for injury. Projects will not be allowed that are morally or socially objectionable, illegal, or unsafe.

Due to inherent risks or other demonstrated difficulties, you may **absolutely not do** any project on the following list. If students pursue a project on this list, they will fail their Senior Project and will not graduate.

- On-the-water/underwater projects
- Above-the-ground projects (air or flight activities)
- Mountain climbing, snowboarding, or skiing or instruction thereof
- Paint ball, skating, rollerblading or skateboarding
- Use of weapons or making of weapons, fireworks or rockets
- Racing or stunt-driving of any motorized vehicles or boats
- Non-WIAA athletic activities—powder puff football, high-impact aerobics, trampolines, etc. Athletic camps will require special insurance at the student's expense.
- Activities with horses or other animals—strays, handling, work with wild animals
- Cooking except as part of home economics or vocational education programs, and no home-cooked foods may be offered to others
- Activities not permitted under child labor laws for minors (WAC)
- Website design
- Computer animation
- Fundraising projects that focus on money collection as the primary activity

Parent Consent Form for all Culminating Projects

Student Name : _____

The staff of Sumner High School would like to thank you for supporting your student as s/he meets this important graduation requirement.

As a parent/guardian of a senior at Sumner High School, I am aware that my son/daughter, to fulfill graduation requirements, must successfully complete the Senior Project, to the quality standards as defined in the enclosed rubrics.

I also understand that the completed portfolio, done with integrity and to standard, must be turned in on the due date listed on the calendar, so that my son/daughter may participate in the board presentations. If this deadline is not met, he/she will not participate in commencement ceremonies. A diploma may still be earned after successfully completing the post-graduation boards and satisfying the other graduation requirements.

I understand that the Senior Project is not to take place during class time. Students must schedule appointments so as to not conflict with classes at SHS. Students are encouraged to take advantage of Midwinter and Spring Breaks. Senior Project absences are not considered “school related absences” and **DO** count toward the ten absences allowed by the attendance policy.

Furthermore, I agree that students who decide to cheat on any part of the Senior Project will not participate in commencement ceremonies.

For the project to be completed outside of the school day, my son or daughter has decided to: _____

My son/daughter anticipates the cost of the project to be \$_____and has the funding available to cover this cost.

I fully understand that this project decision is made completely independent of the staff and administration of Sumner High School. My student and I fully accept responsibility for selecting the project and mentor, subject to the guidelines and standards of the Senior Project as spelled out in this manual. I recognize and agree that the district is not responsible for any possible risks that might exist in the student participating in such activity or any cost that might be involved.

I realize that Sumner School District will not have staff present during this project. I assume responsibility for supervising my child for all the activities involved in the project. The district is not sponsoring the project and will not be responsible or liable for any activities the student chooses for this project.

I am fully aware of the special dangers and risk inherent in the project, including physical injury, death, or other consequences that may arise or result directly or indirectly from the project. Being fully informed and aware of the risks associated with this project, I hereby give my consent for the above named student to participate in the project described. Additionally, I assume all risk of injury or liability and waive any right of recovery from or to bring suit against the Sumner School District for any personal injury, death, or other consequences arising out of participation in the project, except for the sole negligence of the District.

Parent or Legal Guardian signature reflects knowledge and approval of the project described.

Parent/Guardian printed name: _____

Parent/Guardian signature: _____

Date: _____ Phone number and best time to call: _____

Email address: _____

BENCHMARK II

January 5

Two action items—to be submitted to Apella teacher on or before 1/5:

- Parent/Student contact card
- Initial letter—explained, begin drafting

Dates to remember:

1/26

2/16-2/19

2/23

Initial letter checked off by Apella teacher

Midwinter break

Evidence of research checked off by Apella teacher



In this section:

Parent/Student Contact Card

Initial Letter Model with Checklist

A bronze statuette of a soldier. Spartan work, around 500 BC.

PARENT/STUDENT CONTACT CARD

Student name: _____

Student home phone: _____

Cell phone: _____

Student email address: _____

1st Semester Classes	Teacher	2nd Semester Classes	Teacher
<u>1.</u>		<u>1.</u>	
<u>2.</u>		<u>2.</u>	
<u>3.</u>		<u>3.</u>	
<u>4.</u>		<u>4.</u>	

<u>Parent/Guardian Name 1</u>	<u>Parent/Guardian Name 2</u>
<u>Home phone 1</u>	<u>Home phone 2</u>
<u>Cell phone 1</u>	<u>Cell phone 2</u>
<u>Work phone 1</u>	<u>Work phone 2</u>
<u>Email 1</u>	<u>Email 2</u>
<u>Mailing Address 1</u>	<u>Mailing Address 2</u>

812 Sumner Ave.
Sumner, WA 98390
November 11, 2004

Mr. Greg Pile
1707 Main St.
Sumner, WA 98390

Dear Mr. Pile:

So far in school I have
after high school, so
becoming a large animal
that due dates are coming
things for the entire year
working on. I know I will
try to give projects

My senior project is designed to expand my knowledge of the technology used in veterinary research, and to explore a different angle of research I have been doing in FFA. I would like to explore the effects of age and body score on the infection rate of OPPV in cull sheep within our area. This would allow me to use equipment I am not familiar with. I would have to use a plate reader, as well as spin blood samples and set up a cELISA test by myself. I would also evaluate the results and create a report analyzing my experiment. The skills I would learn and demonstrate through this project would not only be challenging, but would prepare me for a career in veterinary medicine.

My senior project is designed to expand my knowledge of the technology used in veterinary research, and to explore a different angle of research I have been doing in FFA. I would like to explore the effects of age and body score on the infection rate of OPPV in cull sheep within our area. This would allow me to use equipment I am not familiar with. I would have to use a plate reader, as well as spin blood samples and set up a cELISA test by myself. I would also evaluate the results and create a report analyzing my experiment. The skills I would learn and demonstrate through this project would not only be challenging, but would prepare me for a career in veterinary medicine.

Sincerely,

Alison Beck

Initial Letter Checklist

- ✓ Letter follows standard business letter format: Typed, font size 12, 1" margins, block paragraphing, correct addresses at top of letter
- ✓ Letter addressed to Contact Teacher at SHS: 1707 Main Street, Sumner, WA 98390
- ✓ Introductory paragraph tells about me as a learner and my path through my school career, including what I have done in my high school career to prepare for my 13th year
- ✓ One body paragraph tells about how my senior project fits into my thirteenth year plan
- ✓ Closing includes correct business letter format for signature

BENCHMARK III

January 26

- Initial Letter (checked off by Apella teacher)

BENCHMARK IV--Research

February 23

Two action items—to be checked off by Apella teacher on 2.23:

- Guiding question #1 with quotations, response paragraphs and source analyses
- Guiding question #2 with quotations, response paragraphs and source analyses

BENCHMARK V--Research

March 16

- Guiding question #3 with quotations, response paragraphs and source analyses
- Guiding question #4 with quotations, response paragraphs and source analyses
- Guiding question #5 with quotations, response paragraphs and source analyses

In this section:

- Research Synthesis Overview
- Guiding Questions: Where to Start?
- Source Analysis: What is it?
- Source Analysis Templates and Checklist
- Research Synthesis Checklists

Research Synthesis Overview

What is the purpose of the Senior Project Research Synthesis?

It will--

- Cause you to think about the complexities of your topic
- Expand your knowledge of your topic
- Enhance your project experience by allowing you to approach your project hours with a clearer, more informed perspective. You will see the field in a new way.

People do research all the time when making important decisions. They gather information from sources they trust (maybe a neighbor, maybe a lawyer). Whether buying vehicles or houses, changing jobs or schools, selecting a doctor or a college, choosing a present or a president, they draw conclusions from the information they gather. They know that relying on misinformed, uninformed, partially informed, or biased sources results in inaccurate conclusions and, possibly disappointing or expensive, if not down right dangerous, decisions. These conclusions very rarely take the form of a multi-paragraph paper, yet they are often written down. The Research Synthesis is one way to report research findings.

What goes into the Research Synthesis?

- ✓ Your guiding questions (5 required)
- ✓ A collection of verbatim quotations or statistics relating to each guiding question, identified with text notes (at least 6 pieces of evidence / concrete details for each guiding question)
- ✓ Two response paragraphs for each collection of research information: one paragraph summarizing the findings and the second commenting on the findings
- ✓ Summary thesis statement (you'll need **ONLY ONE** of these after your **LAST** block of commentary)
- ✓ Source analysis of each source used (an evaluation of the quality and relevance of each source)
- ✓ A Works Cited and Consulted page listing all of your sources

What is the process? **RESEARCH, RECORD AND RESPOND**

- ✓ Choose sources and evaluate them
- ✓ Take notes to answer guiding questions
- ✓ Record quotations
- ✓ Write responses
- ✓ Formulate a thesis statement

Guiding Questions: Where to Start

Directions: Use *what, why, when, where, who, how, would, could, or should* as prompts to draft your research question. In this activity, you can phrase your research question in different ways, then review the questions you've drafted and select the one that best fits your research writing project.

<p>What Questions ... focus your attention on a particular aspect of a topic by asking questions about facts, such as, what is the cause of a particular problem or what caused something to occur. For instance, a research question about professional wrestling might ask: What are the effects of watching professional wrestling on aggressive behavior among young teenage boys?</p>	<p>Potential Questions:</p> <ul style="list-style-type: none"> ▪ ▪ ▪
<p>Why Questions ... focus your attention on a particular aspect of a topic by asking for an explanation of something, such as why something happened or why it did not happen, or why one thing is better than another. For instance, a research question about professional wrestling might ask: Why is professional wrestling so popular among young teenage boys?</p>	<p>Potential Questions:</p> <ul style="list-style-type: none"> ▪ ▪ ▪
<p>When Questions ... focus your attention on aspects of a topic related to timing or history. For instance, research questions about professional wrestling might ask: When did professional wrestling first become popular? When is the best time to start training to become a professional wrestler?</p>	<p>Potential Questions:</p> <ul style="list-style-type: none"> ▪ ▪ ▪
<p>Where Questions ... focus your attention on aspects of a topic related to location, geographic or otherwise. For instance, research questions about professional wrestling might ask: Where in the United States and Canada is professional wrestling most popular? Where can I learn about becoming a professional wrestler?</p>	<p>Potential Questions:</p> <ul style="list-style-type: none"> ▪ ▪ ▪

<p>Who Questions ... focus your attention on aspects of a topic related to people or personalities. For instance, research questions about professional wrestling might ask: Who are the most popular professional wrestlers? Who benefits most from the popularity of professional wrestling? Who is the driving force behind the growing popularity of professional wrestling?</p>	<p>Potential Questions:</p> <ul style="list-style-type: none"> ▪ ▪ ▪
<p>How Questions ... focus your attention on aspects of a topic related to process or origins. For instance, research questions about professional wrestling might ask: How can I become a professional wrestler? How do professional wrestlers avoid injury? How is professional wrestling marketed in the United States and Canada?</p>	<p>Potential Questions:</p> <ul style="list-style-type: none"> ▪ ▪ ▪
<p>Would and Could Questions ... focus your attention on aspects of a topic related to possibilities. For instance, research questions about professional wrestling might ask: Would we be better off if professional wrestling were more popular than it is now? Could professional wrestlers make good politicians?</p>	<p>Potential Questions:</p> <ul style="list-style-type: none"> ▪ ▪ ▪
<p>Should Questions ... focus your attention on aspects of a topic related to the appropriateness of a particular action, policy, procedure, or decision. For instance, research questions about professional wrestling might ask: Should professional wrestling become an Olympic sport? Should professional wrestling be regulated by the Federal Government?</p>	<p>Potential Questions:</p> <ul style="list-style-type: none"> ▪ ▪ ▪

Chart Taken From: The Bedford Researcher:
<http://www.bedfordstmartins.com/bedfordresearcher/>

Source Analysis: What is it?

Because not all information is created equally . . .

Source questions to answer:

- Authority**— What are the author’s qualifications for writing on this topic? Why should we believe this author or organization?
- Degree/type of Bias**— What is the author’s unique slant on the information? Does the information generally agree with or contradict information you’ve found elsewhere? Is the author’s approach trying to persuade you to believe or buy something? Is the publisher or web sponsor known for publishing controversial or highly liberally or conservatively slanted material? What do you learn when you enter the author’s or publisher’s name into an Internet search engine?
- Currency**— What is the publication date? Is it recent (within two years)? If not, what is the likelihood that there will have been changes in this field since the publication date? (i.e. a two year-old technology article will be nearly obsolete because of how fast the field is advancing, whereas the definitive work on quilting may be decades old).

Source Analysis

Eliot, Lise. What’s Going on in There? Bantam: New York, 1999.

Authority: Eliot is a neuroscientist (Assistant Professor in the Department of Neuroscience at the Chicago Medical School, received her Ph.D. in 1991 from the Department of Physiology and Cellular Biophysics at Columbia University and she has published some 20 works, including articles in peer-reviewed journals, popular magazines, and a monograph on brain development in children. Honors include a Magna cum laude bachelor's degree from Harvard) (<http://www.finchcms.edu/cms/neuro/facultypages/Eliot/eliot.cfm>) and she is a parent (<http://www.patwolfe.com/index.php?pid=102>).

Bias: As a scientist Dr. Eliot would probably pride herself on objectivity and as a publisher, Bantam (a division of Bertelsmann AG, one of the foremost media companies in the world) publishes such a huge range of material, that it would be hard to say that they are biased in any particular direction (<http://www.randomhouse.com/about/history.html>).

Currency: Since brain research is a rapidly advancing field, I would not want to rely too heavily on a work that is nearly six years out of date, and, where other more current sources conflict with this one, I would use the information from the more current sources.

Now, here is a template to fill in the information for your 7 sources

Standard MLA citation Source Analysis	Authority: Bias: Currency:
Standard MLA citation Source Analysis	Authority: Bias: Currency:
Standard MLA citation Source Analysis	Authority: Bias: Currency:

<p>Standard MLA citation</p> <p>Source Analysis</p>	<p>Authority:</p> <p>Bias:</p> <p>Currency:</p>
<p>Standard MLA citation</p> <p>Source Analysis</p>	<p>Authority:</p> <p>Bias:</p> <p>Currency:</p>
<p>Standard MLA citation</p> <p>Source Analysis</p>	<p>Authority:</p> <p>Bias:</p> <p>Currency:</p>

Standard MLA citation	
Source Analysis	Authority: Bias: Currency:

Source Analysis Checklist

- ✓ Follows the source analysis format by typing findings in block paragraph style, 12 point standard font
- ✓ Identifies source with a correct MLA citation
- ✓ For each source, explains why the author should be believed and cites sources for information about the author
- ✓ Indicates the degree of bias and explains the reason for this bias
- ✓ Evaluates whether or not the source is accurate and/or current

Sample Research Synthesis and Checklists: Answering One Question

Guiding question: What are the methods of transmission of OPPV?

“Ovine Progressive Pneumonia Virus is carried in the macrophages in the tissues and fluids of sheep. Secretions from the udder and lungs that carry these cells are believed to be the main sources of virus for transmission” (Cutlip et al.).

“Other secretions such as saliva and placental fluids may be infectious, but this is not proven. Transmission through drinking water contaminated with feces from infected sheep was reported but has not been substantiated, and urine is not known to be infectious” (Cutlip et al.).

“Transmission through blood, sperm, ova, embryos or semen has not been adequately studied and cannot be completely ruled out. Likewise, little is known about the stage of infection when a sheep is likely to spread the virus or indeed if all infected sheep spread virus” (Cutlip et al.).

“Several studies have show that transmission occurs between the ewe and her lambs through the colostrum and milk Ewes in advanced stages of the disease infect their lambs more readily than ewes in early stages of the disease. Also, the longer lambs stay with infected ewes, the greater the risk of transmission of the virus. . . . Transmission of the virus to lambs while they are in the uterus of the ewe is possible but occurs at a very low rate” (Cutlip et al.).

“The primary means of transmission is through the ingestion of infected colostrum and milk” (Wolf).

“Transmission among adult animals, probably through respiratory secretions, can occur as the result of direct contact, primarily in confinement-type facilities” (Cutlip et al.).

Research Synthesis Checklist

- ✓ Each of the 5 guiding questions is answered with 6 direct quotations from sources (each quotation must be a complete thought)
- ✓ Each guiding question is answered using a minimum of 2 different sources
- ✓ At least 5 of the sources are used overall
- ✓ Quotations adequately answer the guiding question
- ✓ Each guiding question with quotations is typed, single spaced in block paragraph style and includes an accurate MLA citation

Although the fact that the virus is present in tissues and fluids has been established, transmission routes are less clear. Lambs appear to be more likely to contract the disease after birth through the milk than they would be to contract it before birth. Longer periods of lambs nursing from an affected mother increase the risk of getting the disease. Other fluids, like urine, saliva and blood, are still being studied to establish their role in the spread of the infection.

The issue of disease transmission is an especially important one at the moment. My mentor is working with her colleagues in the USDA to determine if the OPP virus can be spread through the reuse of needles. She has found that the infection rate in large sheep operations that reuse needles is quite high. This is extremely interesting because it poses a new problem to sheep producers throughout the country. For many large operations it is cheaper and easier to reuse needles. However, if OPPV can be spread through needle use, those producers may be faced with a costly change in the management of their flocks. Since the virus is not completely understood, the question of transmission is important.

Synthesis Response Checklist

- ✓ Each response is a minimum of 2 paragraphs long; each paragraph is at least 4 sentences long
- ✓ The response is typed, double spaced with indented paragraphs
- ✓ The first paragraph of the response summarizes the information from the quotations
- ✓ The second paragraph of the response comments on findings, suggests implications, compares/contrasts information, identifies main ideas, and/or provides personal commentary (I-me-my okay here)
- ✓ The paper ends with a thesis statement which has a purpose, attitude about the findings, and reasonable limits

Thesis

The combined use of testing and flock management can be effective in eradicating or controlling OPPV, and these techniques have been a significant factor in the recent decline in the national rate of infection.

Source Analysis

Cutlip, Randall C. et al. "Ovine Progressive Pneumonia." Hawks Mountain Ranch.

1997. <http://www.hawksmountainranch.com/HMROPPfacts.html> 25 March

2005.

Authority: This article is from the American Sheep Industry Association. Its authors are mainly USDA worker. It was also reviewed by thirteen professionals from a variety of universities.

Bias: As this article was written by professionals employed by the USDA I have no reason to doubt its objectivity. The USDA is a government organization that provides well-researched, unbiased information and has an interest in educating individuals about important agricultural topics.

Currency: This article was written in 1997, which means that some parts may be outdated. However, most of my other sources agreed with the information presented here, and my contacts at WSU who are currently conducting research on OPPV have never contradicted the information I found in this article.

Source Analysis

Wolf, Cynthia B. "Ovine Progressive Pneumonia in Sheep." University of Minnesota

Extension Service. 1998.

<http://www.extension.umn.edu/distribution/livestocksystems/DI5750.html> 1 Jan.

2005.

Authority: Cynthia Wolf is a small ruminant clinical specialist. The University of Minnesota is a respected institution.

Bias: There is no reason for the author to be biased, as she is simply detailing the symptoms of OPPV. The University of Minnesota prides itself in objective material, and would therefore be unlikely to publish anything that was poorly researched or heavily biased.

Currency: This article was written in 1998, but the information is still true. The nature of OPPV has not changed because it is a disease that was discovered years ago. New information may be available now, but the information and facts presented in this article are not outdated.

BENCHMARK VI

March 23

Two action items—to be submitted Apella teacher on or before 3/23:

- Mentor Contact Card
- Mentor Verification #1

In this section:

What is a Mentor?

Mentor Contact Card (*Portfolio document*)

Mentor Verification #1 (*Portfolio document*)



“NOTHING IN THE WORLD CAN TAKE THE PLACE OF PERSISTENCE. TALENT WILL NOT; NOTHING IS MORE COMMON THAN UNSUCCESSFUL MEN WITH TALENT. GENIUS WILL NOT; UNREWARDED GENIUS IS ALMOST A PROVERB. EDUCATION WILL NOT; THE WORLD IS FULL OF EDUCATED DERELICTS. PERSISTENCE AND DETERMINATION ALONE ARE OMNIPOTENT. THE SLOGAN 'PRESS ON' HAS SOLVED AND ALWAYS WILL SOLVE THE PROBLEMS OF THE HUMAN RACE.”

--Calvin Coolidge, US politician (1872 – 1933)

The Senior Project Mentor

What is a mentor?

A mentor is a “wise and trusted counselor or teacher.” Finding a qualified mentor is an important step in the Senior Project experience. A good mentor will inspire you, challenge you, instruct you, and may even become a friend.

A mentor will. . .

- ✓ Meet with you a minimum of 3 times
- ✓ Evaluate your progress and skills using the Mentor Verification forms
- ✓ Give you feedback about your project plans and progress
- ✓ Provide expertise in the project area
- ✓ Be supportive of you and your efforts

A mentor will not. . .

- ✓ Tolerate rude or unprofessional behavior
- ✓ Vouch for a project which s/he has never seen
- ✓ Do your work for you
- ✓ Be available at the last minute

Your mentor will be your most valuable resource. The quality/qualifications of your mentor will directly affect the success and depth of your project experience. Choose carefully and treat your mentor with professionalism and respect.

How do I find a mentor?

First, think about expertise (how much your mentor will need to know about your project area). List some resources you could use to find experts in a particular field—lists, books, directories, agencies, organizations.

Next, think about networking: who do you know who might be able to direct you to a possible mentor? Who are your current adult contacts in the community? List some “human resources” available to you—names of people, but also groups where you know people: clubs, church, work, businesses, schools.

Finally, plan your approach. When you get the name of a possible mentor, how will you initiate contact? The obvious choice would be to make a cold call, by contacting the person over the phone and asking him/her to be your mentor. But people like to have enough information to know what they are agreeing to; is there a way you can provide this information ahead of time? This could be a part of your introductory phone call, but there are other ways to do this: the adult who connected you with the mentor could introduce you; you could prepare a short description of your project and the mentor contact time required to take to a first meeting; or you could send a letter before you call, either through email or ground mail.

Dear Mentor:

Thank you for your willingness to serve as a Senior Project Mentor. The Sumner School District Senior Project is designed to allow students a chance to show what they have learned by applying their skills in a self-directed, 15-hour project. An important part of that process is showing that they have the ability to use resources well and to work outside the school environment successfully, so cooperating with an expert from the community is an essential part of the experience.

Mentors can be involved in students' projects in a number of possible ways, ranging from being on site with the student during every step of the project to acting as a consultant before, during and after the project without actually witnessing the work. The minimum commitment on your part is to meet with the student on three occasions. Whether you are teaching and observing or listening to progress reports and providing feedback, we depend on you to offer outside confirmation that the student really did complete the project; for this reason, you will be asked to fill out three forms over the course of the project. The first Mentor Verification is completed at your first meeting with the student, the second Mentor Verification should be finished somewhere in the middle of the project (after a minimum of five hours are completed), and the final Mentor Verification form is due at the end of the full fifteen hours of project work.

We expect that our students will behave in a professional manner at all times while working with you, whether that is by observing good phone etiquette or by respectfully listening to your suggestions. You are not obligated to tolerate rudeness in any form. If you ever have questions about the project or concerns about the behavior of a student, please contact the Senior Project Coordinator at 253-891-5624. In return, we hope that you will share your knowledge of your subject and of adult expectations in a kind and constructive way so that our students will be better citizens at the end of their project experience.

The Senior Project allows students an opportunity to discover more about a topic of their own choosing, to apply skills learned over 13 years of schooling in an independent project, and to make contacts in the greater community. Thank you for your valuable contribution toward ensuring that our graduates will be confident and capable community members. We couldn't do it without you.

Sincerely,

Karen Wilkerson, Senior Project Coordinator
Karen_Wilkerson@sumner.wednet.edu
253-891-5500

Mentor Contact Card

Mentor qualifications:

- Expert in the field* is a practicing professional or has a minimum of 2 years of experience in the field of your project.
- Objective* is not a parent or relative by blood or marriage, close family member, boyfriend/girlfriend or family member thereof
- Adult* is not a student at this or any other high school; is at least 23 and/or 5 years out of high school
- Available* is able to meet with senior at least three times; is willing to support and evaluate the 15-hour project; will complete forms and communicate with the coach

Mentor information is complete:

Name: _____

Age: _____

Place of employment/Job title: _____

Years of experience in area: _____

Email address: _____

Mailing address: _____

Work phone and/or home phone:

Work: _____

Home: _____

Reasons for selecting mentor (e.g. availability, expertise): _____

Mentor Verification #1

After your initial meeting with our student, please give us feedback on his/her efforts and professionalism. Note to mentor: If you would also like to give feedback to the school confidentially, please feel free to call the Sumner High School Senior Project Coordinator at 253-891-5500.

Student Name: _____

	Professional	Proficient	Provisional ¹
Arrived punctually	◆	◆	◆
Behaved in a polite, professional manner	◆	◆	◆
Effectively described the project proposal	◆	◆	◆
Responded to my suggestions	◆	◆	◆
Seemed genuinely engaged in project	◆	◆	◆

Other Comments:

Signature of Mentor: _____ Date: _____

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____

Parent/Guardian printed name: _____

¹ Professional: exceeds expectations
Proficient: meets expectations
Provisional: would be unacceptable for most adult audiences

BENCHMARK VII

April 13

Three action items—to be submitted to contact teacher on or before 3/24:

- Mentor Verification #2
- Portfolio Cover Sheet
- Reflective journals for at least 5 hours of project time

In this section:

- Mentor Verification #2 (*Portfolio document*)
- Cover Sheet Sample and Checklist
- Reflective Journal Template and Checklist
- Sample Reflective Journal



“The biggest mistake we could ever make in our lives is to think we work for anybody but ourselves” –Brian Tracey

Mentor Verification #2

Note to mentor: If you would also like to give feedback to the school confidentially, please feel free to call the Sumner High School Senior Project Coordinator at 253-891-5500.

Student Name: _____

Progress Check	Professional	Proficient	Provisional ²
Shows responsibility by meeting deadlines and keeping appointments.	◆—————◆		
Shows commitment to project by working steadily.	◆—————◆		
Sets and meets goals.	◆—————◆		
Is courteous.	◆—————◆		
Is on target for completion. (minimum 5 project hours completed)	◆—————◆		
Is a person I would hire/enjoy working with	◆—————◆		

Hours completed to date: _____

Signature of Mentor: _____ Date: _____

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____

²Professional: exceeds expectations
 Proficient: meets expectations
 Provisional: would be unacceptable for most adult audiences

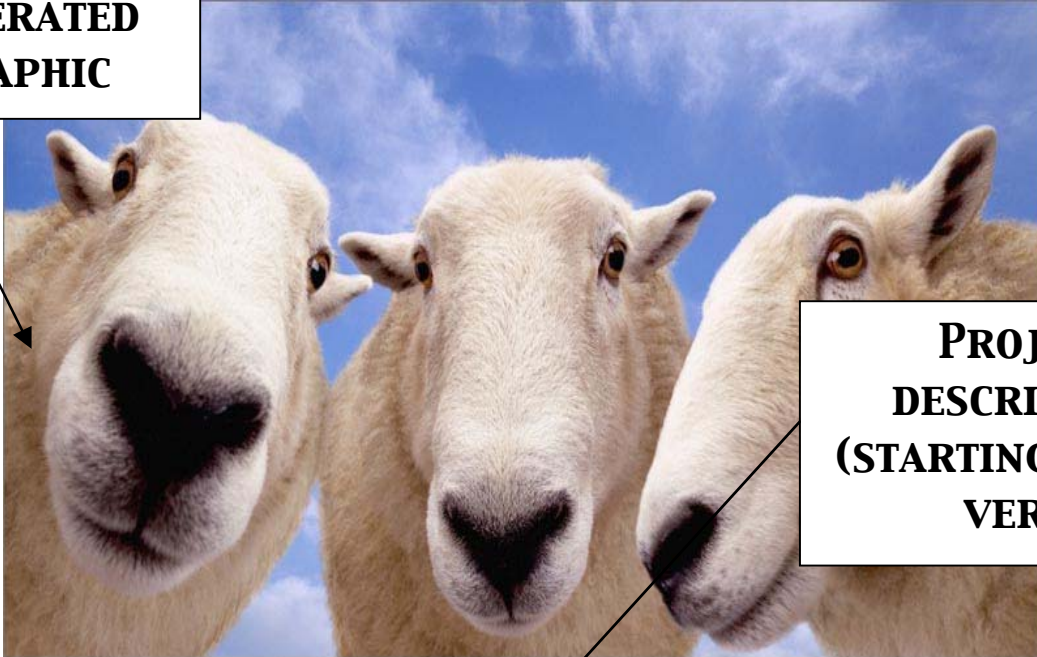
Ovine Progressive Pneumonia Virus

TOPIC

NAME

By Alison Beck

COMPUTER
GENERATED
GRAPHIC



PROJECT
DESCRIPTION
(STARTING WITH A
VERB)

Conduct a research project testing for OPPV in local sheep populations.

Portfolio Cover Sheet checklist

8.5 X 11 cover sheet includes all of the following as illustrated:

- ✓ Computer printed including text and illustrative computer generated graphic
- ✓ Titled with broad topic
- ✓ Clear thesis statement
- ✓ Description of project using active verbs
- ✓ Student's name

THESIS STATEMENT

The combined use of testing and flock management can be effective in eradicating or controlling OPPV, and these techniques have been a significant factor in the recent decline in the national rate of infection.

Reflective Journal Template and Checklist

Use these prompts to type up thoughtful reflections for each project date.

Date: _____

Time this session: _____

Start time: _____

Total time: _____

Stop time: _____

The main thing I did this session (concrete detail—describe location, action, participants, procedures):

What I thought, felt, was reminded of, wished, and was puzzled by, during this session (commentary):

Reflective Journal Checklist

- ✓ Shows student's voice
- ✓ Contains concrete detail: accurately reports progress of project, tells what happened
- ✓ Contains commentary: attitudes, feelings, thoughts about the experience
- ✓ Uses standard English and is carefully typed double-spaced, font size 12, and proofread
- ✓ Follows the Reflective Journal Template: includes date, start time, stop time, session time and total time at the top of each entry

Sample Reflective Journal

Date: 3/29/05

Total Time: 5 hours 30 minutes

Start Time: 2:20

Stop Time: 3:20

Time This Session: 1 hour

Today I spun the blood samples for the blood collected yesterday at the Sumner slaughterhouse. I followed the same procedure as last time, but I organized things more thoroughly today. I found a test tube rack in the freezer and put the blood collection tubes in it. I also grabbed two smaller racks for the eppendorf tubes. I labeled one OPPV-Serum and one Samples. I'm keeping everything in case I need to run the test more than once. If something goes wrong I'll be able to extract more serum from the blood sample, or simply pipette more out of the eppendorf tube containing serum.

I had some problems with blood clotting in the collection tube today. Sample number 26 was extremely difficult to collect because the clots were so bad that I could barely get 1,000ul of blood with the pipette. I shook it to dissolve the clump, but even then it was difficult to draw the blood out because the shaking had created bubbles in the tube. I'm not sure why the clotting occurred, because the tubes I'm using to collect the blood with are designed to prevent against clotting. Since only one sample clotted significantly I'll just assume it was a fluke. If the problem continues however I may need to look into a different collection tube.

So far I'm really enjoying my project. The experience I'm getting with technology is very interesting. I'm using Mr. Pile's large centrifuge, which I've never gotten to use before. My OCD side is really enjoying organizing the blood samples and labeling each tube. It may be a little weird, but I really like having to keep everything in its proper place.

BENCHMARK VIII

April 27

Two action items—to be delivered to contact teacher on or before 4/14:

- Mentor Verification #3
- Reflective Journals (15 hours minimum)
- Capstone Letter

In this section:

- Mentor Verification #3 (*Portfolio document*)
- Capstone Letter prompts



“It is one of the strangest ironies of this strange life that those who work the hardest, who subject themselves to the strictest discipline, who give up certain pleasurable things in order to achieve a goal, are the happiest people.”

–Brutus Hamilton

Mentor Verification 3: Final Evaluation

Note to mentor: If you would also like to give feedback to the school confidentially, please feel free to call the Sumner High School Senior Project Coordinator at 253-891-5500.

Student Name: _____

1. The student showed the most growth in....

2. The student showed professionalism in...

3. I believe the student would benefit from improvement in...

4. Before I would hire this student, I would recommend.....

5. Hours verification (check one):

I can verify that this student spent 15 hours on the project

I can verify that this student spent hours on the project

I am unable to vouch for the time spent on the project

Signature of Mentor: _____ Date: _____

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____

812 Sumner Avenue
Sumner, WA 98390
April 21, 2005

Senior Board Judges
1707 Main Street
Sumner, WA 98390

Dear Senior Board Judges:

My project this year was a re
two years ago, but that does
use of technology that I had
myself in this experiment, an
used in this project is extrem
students. I learned exactly h
direction I have never attempt
phase by expanding my teste
with my hypothesis in phase

Capstone Letter Checklist

- ✓ Uses tone appropriate to audience—personal but respectful.
- ✓ Is addressed to Senior Board Judges
- ✓ Follows standard business letter format
- ✓ One body paragraph explains learning stretch
- ✓ One body paragraph discusses the challenges, surprises, progress and growth during the Senior Project experience
- ✓ One body paragraph explains what I most want the judges to know about me when they are judging my project and concludes by connecting project growth to future goals

I was given the opportunity to present my results to sheep producers who were familiar with Ovine Progressive Pneumonia Virus (OPPV), the disease I was testing for, and were interested in having their own animals tested for the disease. I was given the card of a man with a large sheep operation and have set up a time to draw blood from his animals so I can test them later. I will use that date to make a more thorough analysis of older sheep populations. This project has truly challenged me in that it has taken me beyond the realm of a simple project, and into the sheep industry where the test I am running is used as a resource to protect the animals in a flock. I've gained experience necessary to run this test for sheep producers and have the knowledge to evaluate and explain the results from those tests. My hope is that this project will lead into further connections with the sheep industry that will help familiarize me with the research area of agriculture.

When you are evaluating this project please take into account the fact that it is not a simple research project. Rather, it is a means for me to develop skills that are not only useful to those in the sheep industry, but can also aid me later as I pursue a career in veterinary medicine. The purpose of my research was to determine the incidence of OPPV within older populations, but the effect of my experience may have taught me more than the data I collected.

Sincerely,

Alison Beck

BENCHMARK IX

May 11

All benchmarks must be complete and portfolio must be turned in to Senior Project Coordinator on or before 3:00 PM, 5/11:

The following page is the Portfolio Table of Contents; in order to present at May Boards, all of the required items **MUST** be in the portfolio. If the portfolio is not turned in on May 11 by 3:00 PM, the student will not participate in the graduation ceremony.

In this section:

Portfolio Table of Contents (*Portfolio document*)

Thank You Letter Template

Sample Thank You Note



“True happiness comes from the joy of deeds well done, the zest of creating things new.”

-Antoine de Saint-Exupery

Portfolio Table of Contents

Put this document in the front of your portfolio with the documents in order behind it.

Required Senior Project Elements

- Capstone Letter
- Keystone Letter
- Research Synthesis: guiding questions with quotations and response paragraphs
- Thesis Statement
- Source Analysis sheets #1-7
- Works Cited and Consulted
- Project Proposal
- Reflective Journal entries for at least 15 project hours
- Mentor Contact Card
- Mentor Verifications #1-3
- Copy of Thank You Note(s)
- Evidence of project completion: photographs, certificates of completion, receipts, or job shadow packet as required in project proposal feedback form)

Optional Culminating Elements

- Letters of recommendation
- Resume'
- College entrance essay
- List of activities: volunteer, clubs, sports
- Test results

Contact teacher signature: _____

Student signature: _____

Thank you letter template

Thank you letters are an important professional courtesy. Telling your mentor(s) how much you appreciate their time and effort makes them feel good about what they do. It also illustrates your conscientiousness and attention to detail.

Your thank you letter can be typed or handwritten; just choose the style that is appropriate for the kind of relationship you have with your mentor. A professional relationship would demand a typed letter with a more formal tone. A more personal relationship would allow for a less formal note, but it should still be neat and carefully worded.

Using the guidelines below, draft a thank you letter to your mentor.

Dear _____:

Paragraph 1—Thank your mentor for the opportunity to work with her/him.

Paragraph 2—Describe some of the things you learned as a result of your mentoring experience/project.

Paragraph 3—Add any additional comments you have.

Sincerely,

Sample Thank You Note

Lynn Hermann
3003 ADBF WSU
Pullman, WA 99164-6630
April 21, 2005

Lynn,

It's been a great experience to learn from and work with you. You have always been willing to take time out of your busy schedule to talk with me and help me with my projects. I really appreciate that. Not only did you teach me how to run the ELISA test, but you provided me with the test materials whenever I needed them. When I decided to do this I immediately thought of you as my first choice for a mentor, because not only do you have an incredibly wide knowledge base, but you have always been willing to help me with my projects involving OPPV.

I learned so much from this project experience. Not only am I better at drawing blood to obtain samples, but I have learned how to run the cELISA test and use a plate reader to analyze my test results. I know a lot more about scientific research than I did before.

I could not have done this project without you. Thank you for meeting with me, checking over my project, and taking an interest in the data I have collected. Working with you has been an extremely positive experience for me because you have been so supportive of my projects. I truly appreciate all the time and effort you have put into helping and instructing me. Thank you so much for the opportunity to work with you.

Sincerely,

Alison Beck

Senior Board Preparation

May 14-May 21

Action items—to be completed and brought to boards:

- Speech Rehearsal Rubrics 1 and 2
- Visual aid

In this section:

- Senior Project Speech
- Speech Rubrics
- Summative Evaluation by Head Judge



“The truth is that all of us attain the greatest success and happiness possible in this life whenever we use our native capacities to their greatest extent.”

-Dr. Smiley Blanton

SENIOR PROJECT SPEECH

Your speech must meet the following basic requirements:

- ❑ Length—minimum 8 minutes long, maximum 10 minutes long
- ❑ Content—learning gained from the Senior Project experience
- ❑ Visual—use of a visual aid (pictures, tools from project, information from research, demonstration, up to 2-minute video clip, etc.)
- ❑ Fluency—speech and speaker are polished and practiced, both during speech and during post-speech question and answer period

Use your reflective journals, research and capstone letter to find the content you need to paint a clear and complete picture of your total experience. You will want to include information from 4 areas:

- ❑ Research—what did you learn from your research? You might focus on individual guiding questions or work backward from your thesis to the information that led you there.
- ❑ Project—what did you learn from your project? Give your judges a clear reflection of what you did, the skills and knowledge you learned, how your mentor assisted you, and any joys or frustrations encountered along the way.
- ❑ Learning stretch—where did you experience the most learning? Was it the learning you expected to find, or did it surprise you? How is it related to past learning? What do you see as the next step if you plan to stay on this learning path?
- ❑ Future plans—what comes next for you? Is there anything you will do differently as a result of having done the Senior Project?

The key to a successful speech is preparation; the more carefully you craft your content and the more thoroughly you practice your speech, the better the end result will be. Speakers tend to rush when they are nervous, so try to include enough content to keep you covered if you speed up at boards. Practice until you are confident, so that board-day nerves will affect you less.

Before arriving at boards, you must practice your speech at least twice and have listeners fill out the speech practice rubrics. **THIS IS YOUR ADMITTANCE TICKET TO BOARDS—YOU WILL NOT BE ALLOWED TO PRESENT UNLESS YOU HAVE TWO FORMS COMPLETED.**

- ❑ At least 2 speech practices must be recorded (two different deliveries of the speech, not two listeners to the same speech practice)
- ❑ At least one practice must meet the 8-minute minimum length requirement
- ❑ At least one practice must include use of the visual aid to be used in the final presentation to the board

Time: _____

Speech Rubric

Student: _____ Evaluator: _____

	Professional	Proficient	Provisional ³
Effectively grabs and keeps audience's attention	◆	◆	◆
Presentation has a clear, logical, easily followed order	◆	◆	◆
Speaks using grammatically correct English and avoids slang unless used for specific effect	◆	◆	◆
Dresses professionally and maintains poise (no slouching, leaning, fidgeting, or swaying)	◆	◆	◆
Maintains eye contact	◆	◆	◆
Uses appropriate hand and facial gestures for emphasis or illustration	◆	◆	◆
Clearly enunciates words	◆	◆	◆
Uses varied pace, volume, dramatic pauses, and tone changes for emphasis or illustration	◆	◆	◆
Visual support materials exhibit quality: carefully crafted for professional presentation	◆	◆	◆
Smoothly incorporates audio or visual support materials	◆	◆	◆
Confidently fields questions from judges and speaks easily "off-script"	◆	◆	◆
Leaves audience with a clear understanding of the learning and growth that the student experienced as a result of senior project	◆	◆	◆
Speech includes a meaningful balance of information from both research and project phases of the experience	◆	◆	◆
Leaves audience with the impression of the student's genuine engagement in, and ownership of, their own learning	◆	◆	◆

³ Professional: exceeds expectations
Proficient: meets expectations
Provisional: would be unacceptable for most adult audiences

Time: _____

Speech Rubric

Student: _____ Evaluator: _____

	Professional	Proficient	Provisional ⁴
Effectively grabs and keeps audience's attention	◆	◆	◆
Presentation has a clear, logical, easily followed order	◆	◆	◆
Speaks using grammatically correct English and avoids slang unless used for specific effect	◆	◆	◆
Dresses professionally and maintains poise (no slouching, leaning, fidgeting, or swaying)	◆	◆	◆
Maintains eye contact	◆	◆	◆
Uses appropriate hand and facial gestures for emphasis or illustration	◆	◆	◆
Clearly enunciates words	◆	◆	◆
Uses varied pace, volume, dramatic pauses, and tone changes for emphasis or illustration	◆	◆	◆
Visual support materials exhibit quality: carefully crafted for professional presentation	◆	◆	◆
Smoothly incorporates audio or visual support materials	◆	◆	◆
Confidently fields questions from judges and speaks easily "off-script"	◆	◆	◆
Leaves audience with a clear understanding of the learning and growth that the student experienced as a result of senior project	◆	◆	◆
Speech includes a meaningful balance of information from both research and project phases of the experience	◆	◆	◆
Leaves audience with the impression of the student's genuine engagement in, and ownership of, their own learning	◆	◆	◆

⁴ Professional: exceeds expectations
Proficient: meets expectations
Provisional: would be unacceptable for most adult audiences

Summative Evaluation by Head Judge

To be completed by Head Judge at Senior Boards

Summative Evaluation for: _____

Project Components:	Professional	Proficient	Provisional ⁵
Research: <ul style="list-style-type: none"> ▪ Synthesizes relevant information ▪ Informs and facilitates the project 	◆—————◆		
Project : <ul style="list-style-type: none"> ▪ Represents a learning stretch as verified by project mentor ▪ Is adequately documented in Reflective Journals 	◆—————◆		
Portfolio: <ul style="list-style-type: none"> ▪ Includes all required elements ▪ Is carefully crafted and represents quality work 	◆—————◆		
Presentation: <ul style="list-style-type: none"> ▪ Demonstrates competence ▪ Articulates learning clearly 	◆—————◆		

Passing projects must earn scores that are in the Proficient/Professional range.

This Senior Project has earned the following overall score: (check one)	Pass	Provisional

Comments:

⁵ Professional: exceeds expectations
 Proficient: meets expectations
 Provisional: would be unacceptable for most adult audiences