



***Scituate High School***

**Senior Project**

**Handbook**

***Class of 2010***

Dear Senior:

The **Scituate High School Senior Project Handbook** is your official resource to use throughout your Senior Project experience. The requirements needed to complete the Senior Project component of the Proficiency Based Graduation Requirements (PBGRs) Diploma System for the Scituate School Department are in this handbook. Please take the time to read through this handbook. Pay particular attention to requirements, due dates, and assessments. Also note that support is given to you throughout the project.

All necessary sample forms are in this handbook as well as checklist assessments and rubrics. Your Senior Seminar Leader will provide you with a copy of each form as needed throughout the year. The handbook and all necessary forms are also available on the Scituate High School website, [www.scituatehighschool.com](http://www.scituatehighschool.com), if you need to access information or download forms during after school hours.

Email addresses are listed for each of the Seminar Leaders and myself if you need to contact any of us with concerns or comments. In addition to meeting with you during Senior Seminar, (Tuesday's period 8), a department night is held once a week. **Tuesday** is the designated department night for the 2010 school year. Computers will be available for your use if needed.

I look forward to this new journey with you, and my hope is that you will find the Senior Project to be a rewarding learning experience.

Your Senior Project Coordinator,

Mrs. Donna M. Pennacchia

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## **STATEMENT OF PURPOSE**

**The Senior Project is the culminating event that gives all Scituate High School seniors the opportunity to demonstrate what they know and have learned using originality and creativity through communication, critical thinking, problem solving, and applied learning.**

## SENIOR PROJECT REQUIREMENTS

The Scituate High School Senior Project represents one criterion of the Proficiency Based Graduation Requirements (PBGRs) of the Scituate School Department. All requirements must be successfully completed to attain proficiency for the senior project. These requirements include the essential elements of an exhibition system established by the Rhode Island Department of Education.

### District Requirements

#### ➤ Preparatory Components

*The preparatory components include your Senior Project Topic Request Form, Senior Project Letter of Intent, Mentor Confirmation/Requirements Form, and Mentor Information/Parental Approval Form.*

- Reflection Journal/Self-Evaluation
- Declaration of Senior Project/Cover Page of Portfolio
- Fieldwork/Verification of Fieldwork Log from Mentor
- Letter of Recommendation from Mentor
- Thank You Letter to Mentor
- Thank You Letter for Interview
- I – Search Paper
- Portfolio
- Letter of Introduction to Judges
- Oral Presentation

## **Transfer Students**

Seniors who transfer to Scituate High School are required to meet the Proficiency Based Graduation Requirements of the Scituate School Department. Therefore, you must complete the Scituate High School Senior Project and meet proficiency. Your date of transfer may not coincide with the due dates given on the *Senior Project Requirements Calendar*.

A support system is in place for you to successfully complete the project. You meet with the senior project coordinator to map out a schedule that allows you to transition into the process and final completion of the project. Once a schedule has been determined, you meet your Senior Seminar Leader. The seminar leader is a faculty member who provides guidance and monitors your progress. You meet with your seminar leader and your peers one class period a week to complete specific components of project, practice oral presentations, discuss, reflect, self-evaluate, and write journal entries about your experiences with Senior Project and Senior Seminar.

This handbook contains all the information and requirements needed to successfully complete the Scituate High School Senior Project component of the Scituate School Department's Proficiency Based Graduation Requirements.

## Senior Project Requirements Calendar

### Class of 2010

<u>Due Date*</u>	<u>Requirement</u>
Tuesday, September 15 <sup>th</sup>	Senior Project Topic Request Form
Tuesday, September 15 <sup>th</sup>	Senior Seminar Begins
Tuesday, September 22 <sup>nd</sup>	Portfolio Binder
Tuesday, September 29 <sup>th</sup>	Senior Project Topic Letter of Intent
Tuesday, September 29 <sup>th</sup>	Mentor Information/Parental Approval Form
Tuesday, September 29 <sup>th</sup>	Mentor Confirmation/Requirements Form
Tuesday, October 6 <sup>th</sup>	Your Senior Project Declaration/Portfolio Cover Page
Tuesday, October 20 <sup>th</sup>	I – Search Paper Section 1 – Prior Knowledge Section 2 – Essential Questions
Tuesday, February 2 <sup>nd</sup>	First Draft of I – Search Paper Including Section 3 – Research and Application Section 5 – Works Cited
Tuesday, March 2 <sup>nd</sup>	Second Draft of I – Search Paper Including Interview for Section 3 Section 5 – Updated Works Cited
Tuesday, March 23 <sup>rd</sup>	Final Copy of I – Search Paper
Tuesday, March 23 <sup>rd</sup>	Verification of Fieldwork Log from Mentor
Tuesday, March 30 <sup>th</sup>	Thank You Letter to Mentor/Interview
Tuesday, March 30 <sup>th</sup>	Table of Contents
Tuesday, April 6 <sup>th</sup>	Portfolio Product Evidence
Tuesday, April 6 <sup>th</sup>	Letter of Introduction to Judges
Tuesday, April 6 <sup>th</sup>	Letter of Recommendation from Mentor
Tuesday, April 13 <sup>th</sup>	Practice Presentations Begin
Thursday, May 27 <sup>th</sup>	Oral Presentations
Tuesday, June 1 <sup>st</sup>	Self-Evaluation
Thursday, June 10 <sup>th</sup>	Present Again (if needed)
Monday, June 18 <sup>th</sup> **	Oral Presentations for Seniors Who Did Not Meet Project Portfolio Requirements

**\*All requirements are due on or before due dates given in calendar.**  
**\*\*or 180<sup>th</sup> day**

## **SENIOR PROJECT SUPPORT STAFF**

The Scituate Senior Project Support Staff is comprised of a Senior Project Coordinator and six Senior Seminar Leaders. All members of the support staff are Scituate High School teachers. All members are available to seniors and their parents or guardians to answer any questions or concerns about the senior project requirements.

When school is in session, a Senior Seminar is held every Tuesday during period 8. Senior Seminar gives seniors the opportunity to transition from the high school community to the real-world community. A group of seniors is matched with one of the seminar leaders. Each leader supports the group by providing the guidance needed to complete each component of the senior project.

The Senior Project Coordinator assists the seminar leaders, seniors, and parents or guardians throughout the process. The coordinator provides additional support during and after school hours. A Senior Seminar Department Night is held every week during the school year. Informational meetings are also held throughout the school year.

### **Senior Project Coordinator**

Mrs. Donna Pennacchia  
e-mail [dpennacchia@scituateri.net](mailto:dpennacchia@scituateri.net)

### **Senior Seminar Leaders**

Mrs. Barbara Coletti  
e-mail [bncscitseminarleader@cox.net](mailto:bncscitseminarleader@cox.net)

Mrs. Kristen Collins  
e-mail [mrscollinsshs@yahoo.com](mailto:mrscollinsshs@yahoo.com)

Mrs. Jill Morton  
e-mail [jmorton@scituateri.net](mailto:jmorton@scituateri.net)

Mrs. Deb Ratcliffe  
e-mail [seminar.leader@cox.net](mailto:seminar.leader@cox.net)

Mrs. Ruth Trainor  
e-mail [scituateenglish@hotmail.com](mailto:scituateenglish@hotmail.com)

Mr. George Tracy  
e-mail [gtracy@scituateri.net](mailto:gtracy@scituateri.net)

**Senior Project Coordinator and Senior Seminar Leaders can also be reached by calling 647-4120 or faxing 647-4126.**

## Assessment of the Senior Project

The assessment for your senior project is based on a scaffolded system. The Senior Seminar Leaders and the Senior Project Coordinator approve each component of the project according to the “*Senior Project Requirements Calendar*.” Each component is assessed using either a “*Yes Assessment*” checklist or rubric.

The final copy of the I-Search paper and the oral presentation requirements are assessed using the “*I – Search Paper Writing Rubric*” and the “*Oral Presentation Rubric*”, respectively. All other components are assessed using a “*Yes Assessment*” checklist. A “yes” approval allows you to continue to the next component.

The senior project coordinator and two seminar leaders assess your I-Search paper. After each of us has read and assessed your paper, we compare and analyze each rubric. If we agree that all indicators are met, you meet the writing proficiency component of the senior project. If all indicators are not met, we meet with you to discuss the revisions that need to be made to meet proficiency. After you make the revisions, we reassess your paper.

The senior project coordinator and your seminar leader use the “*Portfolio Yes Assessment*” checklist and the “*Portfolio Approval Components*” checklist to verify that all components for your portfolio are met and are ready **before** you present your senior project portfolio to the judges on the day of your oral presentation.

A panel of five judges assesses your oral presentation. Panel judges come from the faculty and staff within the school system, community members, business people, and other professionals. Each judge uses the “*Oral Presentation Score Sheet*” to assess your oral presentation. The five scores are tabulated and the highest and lowest scores are dropped. The mean of the three remaining scores is the score used to determine proficiency of the oral presentation component of your senior project.

Once you complete all the “*Yes Assessments*” and the two rubric assessments, you receive the *General Rubric for Senior Project*. This rubric states the proficiency level of your senior project. There are two proficiency levels: meets proficiency and does not meet proficiency. When you meet proficiency, you have successfully completed the Senior Project component of the Proficiency Based Graduation Requirements for the Scituate School Department.

The supports afforded you through Senior Seminar are there for you to succeed. If however, you do not meet proficiency, you do have the opportunity to refine your project or oral presentation and present again. The schedule for oral presentation make-ups is listed on the Senior Project Requirements Calendar.

Senior \_\_\_\_\_

Class of 2010

**General Rubric for Senior Project**

<b>Meets Proficiency</b> ◆ Proficiency Based Graduation Requirement Met	<b>Does Not Meet Proficiency</b> ◆ Proficiency Based Graduation Requirement Not Met
<b>The Senior Project:</b>  <input type="checkbox"/> Requirements for components completed and meets all “Yes” Assessments  <input type="checkbox"/> Meets standard on all rubrics	<b>The Senior Project:</b>  <input type="checkbox"/> Requirements for components not completed or does not meet “Yes” Assessments  <input type="checkbox"/> Does not meet standard on all rubrics

**Seminar Leader**

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

**Senior Project  
Coordinator**

\_\_\_\_\_ Date

## Senior Project Topic Request Form (due September 15<sup>th</sup>)

Before you are allowed to formally begin your senior project, you must complete the *Senior Project Topic Request Form*. The Senior Project Coordinator and Senior Seminar Leaders determine if your topic and learning stretch meet the preliminary requirements of the Scituate Senior Project. After approval, you can begin your senior project.

<b>Senior Project Request Form</b>	
<b>Name</b> _____	
<b>Date</b> _____	
<b>Senior Project Topic:</b>	
<b>Please explain why this topic is a learning stretch for you:</b>	

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

**Requirements needed to meet approval:**

Seminar Leader Signature \_\_\_\_\_ Date \_\_\_\_\_

Senior Project Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

## Reflection Journal/Self Evaluation

The reflection journal is the diary of your senior project experience. Throughout your senior project experience you record any thoughts (positive or negative) in your journal. You use your journal as your main source to write your self-evaluation.

Your reflection journal is a component of your senior project, but **does not** go into your portfolio. When your oral presentation is completed, your self-evaluation piece becomes part of your portfolio.

Your journal writing begins on the first day of Senior Seminar and ends when you complete your self-evaluation. The journal-writing requirement is informal, but does have some guidelines. The self-evaluation is a formal written document. Your self-evaluation summarizes your senior project experience.

### Journal entries must:

- be written every quarter
- include at least two thoughts or ideas about your senior project experience

**Note:** Journal entries can be written anytime, not only during Senior Seminar.

### Guidelines for Self-Evaluation Component

- Essay
- One to two pages block style format
- 8.5" x 11" typed with Times New Roman 12-point font

<b>Self-Evaluation Rubric</b>	
<b>Ideas and Development</b>	Essay includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> an established purpose to engage reader</li> <li><input type="checkbox"/> an organized structure that allows for a progression of ideas to develop</li> <li><input type="checkbox"/> a variety of writing strategies, such as questioning, connecting, and interpreting</li> </ul>
<b>Content</b>	Essay includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> an analysis of personal learning or personal growth</li> <li><input type="checkbox"/> a conclusion with the essence of the senior project experience</li> </ul>
<b>Writing Conventions</b>	Essay Includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> standard English usage</li> <li><input type="checkbox"/> infrequent errors which do not interfere with meaning</li> <li><input type="checkbox"/> correct capitalization, punctuation, and spelling</li> </ul>

**Reflection Journal: "Yes" Assessment**

**Date Received** \_\_\_\_\_

**Quarter** \_\_\_\_\_

**Date Assessed** \_\_\_\_\_

**Date Returned** \_\_\_\_\_

**Seminar Leader** \_\_\_\_\_

**Senior,** \_\_\_\_\_,

**Yes    No**

- 1. has dated journal entries.
- 2. includes at least two thoughts or ideas about project experience.
- 4. is ready to write self-reflection. (4<sup>th</sup> quarter only)

**Requirements needed to attain "yes" status:**

**Suggestions or comments to help complete self-reflection:**

Seminar Leader Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Senior Project Topic Letter of Intent (Due September 29<sup>th</sup>)**

In order to begin your senior project, your first requirement is to submit a formal proposal to the Senior Project Coordinator. The coordinator and seminar leaders determine if your proposal meets the requirements of the senior project. The proposal must be written according to the requirements below:

### **LETTER FORMAT: Business Letter – Block Style**

The business letter format contains six sections: date, sender's address, inside address, salutation, body, and closing.

1. Letters are typed using 12-point Times New Roman font.
2. All statements within paragraphs are single-spaced.
3. All paragraphs are separated using double-spacing.
4. Every line starts at the left margin.
5. Margins are 1.25 inches on left and right (default settings).

### **Content**

6. Date is typed two inches from top.
7. Sender's Address (Your Address)
8. Inside Address (including name to whom you are writing)
9. Salutation (Dear . . . )
10. Body
11. Closing (Sincerely)
12. Your name is typed below your signature.

**-Sample-**

September 29, 2009

123 My Street  
North Scituate, RI 02857

Mrs. Donna Pennacchia, Senior Project Coordinator  
94 Trimtown Road  
North Scituate, RI 02857

Dear Mrs. Pennacchia:

The first paragraph states the topic of study to meet the requirements of the senior project, your justification for choosing this topic, and how or why this topic is a *learning stretch for you*.

The second paragraph includes the connection between the topic and the I – Search paper. Describe your topic in more detail. What plan(s) do you have to find the research to support your topic so you can meet the research paper requirements?

The third paragraph describes your fieldwork. How will you meet the fieldwork requirements? Who is your mentor? What experience does your mentor have to assist you with your project?

The fourth paragraph connects your topic to the Senior Project “Statement of Purpose,” content standards, and the learner outcomes for Scituate High School students. Summarize how/why your project meets these criteria.\*

Sincerely,

*Your Signature*

Your name typed here.

\*Learner outcomes and content standards will be given to you during senior seminar.

## Senior Project Letter of Intent: "Yes" Assessment

Date Received \_\_\_\_\_

Date Returned \_\_\_\_\_

Date Assessed \_\_\_\_\_

Seminar Leader \_\_\_\_\_

Senior, \_\_\_\_\_,

Yes No

1. submitted letter on or before due date.

### Letter Format: Business Letter – Block Style

2. uses 12-point Times New Roman font.

3. has statements within paragraphs single-spaced and paragraphs double-spaced.

4. has all lines at left margin with correct default settings.

5. includes all six sections: date, sender's address, inside address, salutation, body, and closing.

6. applies rules of grammar, usage, and mechanics.

### Letter Content

#### *First Paragraph*

7. states and justifies topic of study and *learning stretch* to meet requirements of senior project.

#### *Second Paragraph*

8. shows connection between topic and research paper.

#### *Third Paragraph*

9. describes the fieldwork, the mentor, and how this mentor will assist with project.

#### *Fourth Paragraph*

10. connects topic to "Statement of Purpose," content standards, and learner outcomes

### Requirements needed to attain "yes" status:

Seminar Leader Signature \_\_\_\_\_

Date

## Mentor Confirmation/Requirements Form (Due September 29<sup>th</sup>)

Dear Scituate High School Senior Project Mentor:

Scituate High School senior, \_\_\_\_\_ has requested you to serve as his/her Senior Project Mentor. The role of the mentor carries many responsibilities. First and foremost is the safety of the senior under your care. As the mentor, you are the adult that the senior reports to in order to complete the fieldwork component of the Scituate High School Senior Project.

The Senior Project is the final product that a senior must complete as part of the Scituate High School Diploma System. The senior chooses a topic of interest and must write a research paper, conduct an interview, participate in at least 15 hours of fieldwork, complete a portfolio, and give an oral presentation to the Scituate Senior Project Board.

Your role as the mentor is to:

- guide the senior by sharing your expertise in the field;
- encourage the senior to realize the importance of learning outside of the school community;
- verify, by signing a log sheet, of the time spent on the fieldwork when working with you;
- write a letter of recommendation on behalf of the senior stating the interaction with you, the interest the senior showed in extending the learning outside of the school, the time spent participating in the fieldwork, and any other observations that you feel should be written in the recommendation.

If you agree to serve as a mentor, the forms listed below must be sent in the self-addressed envelope provided or faxed to 401-647-4126. If further information is needed, please contact Donna Pennacchia, Senior Project Coordinator, at 401-647-4120, or by e-mail: dpennacchia@scituateri.net.

### **Due on or before September 29, 2009**

- ◆ Send or fax one signed copy of **Mentor Confirmation/Requirements Form** (this form).

### **Due on or before March 23, 2010**

- ◆ Send or fax signed copy of completed **Verification of Fieldwork Log**.
- ◆ Send one signed copy of letter of recommendation.

I agree to fulfill the requirements of Scituate Senior Project Mentor:

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

**Mentor Information/Parental Approval Form (Due September 29<sup>th</sup>)**

Senior's Name \_\_\_\_\_

Senior Seminar Leader \_\_\_\_\_

**MENTOR INFORMATION**  
(Please Print)

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_

Work Phone \_\_\_\_\_ Home or Cell Phone \_\_\_\_\_

Occupation \_\_\_\_\_ E-mail Address \_\_\_\_\_

**TO THE MENTOR**

I, \_\_\_\_\_, have read and signed the **Mentor Confirmation/Requirements Form** given to me from \_\_\_\_\_ and agree to serve as this senior's mentor. I hereby state that the information I have provided is correct, that I am at least 21 years old, and am not a relative of this senior.

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

Date

**TO THE PARENT OR GUARDIAN**  
(Please Print)

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_

Work Phone \_\_\_\_\_ Home or Cell Phone \_\_\_\_\_

E-mail Address \_\_\_\_\_

I, \_\_\_\_\_, have read the **Mentor Confirmation/Requirements Form** and agree to allow \_\_\_\_\_ to serve as the mentor to \_\_\_\_\_.

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

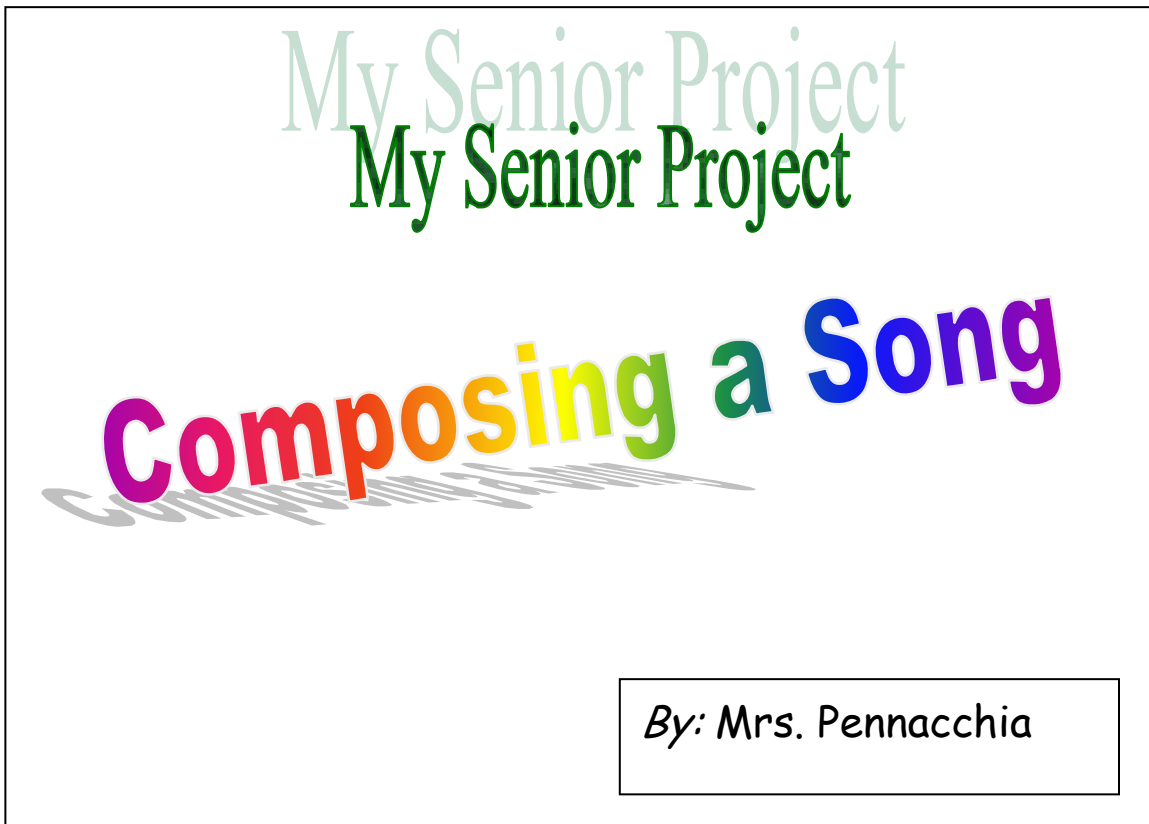
Date

## **Declaration of Your Senior Project/Cover Page (Due October 6<sup>th</sup>)**

The declaration of your senior project completes the final phase of the preparatory components. Your declaration is a written statement posted within the high school. This declaration states to all school community members what you have chosen as the topic for your senior project. Please print two copies of this declaration. This declaration is also your cover page for your portfolio.

The declaration format:

- 8.5" x 11" sheet of unlined paper
- The topic of your project
- Your name
- Any artwork or pictures to enhance your declaration



## Declaration of Your Senior Project: "Yes" Assessment

Date Received \_\_\_\_\_

Date Returned \_\_\_\_\_

Date Assessed \_\_\_\_\_

Seminar Leader \_\_\_\_\_

Senior, \_\_\_\_\_,

Yes No

1. submitted declaration on or before due date.

### Format

2. follows size requirements (8.5" x 11" unlined paper).

3. states topic choice.

4. states name.

5. shows creativity through artwork or pictures to enhance declaration.

6. applies rules of grammar, usage, and mechanics.

**Requirements needed to attain "yes" status.**

**Declaration is ready for posting.**

Seminar Leader Signature \_\_\_\_\_

Date



## **Thank You Letter to Mentor** (signed copy due March 30<sup>th</sup>)

Your mentor shared many hours of time and expertise to help you succeed with your senior project. Once you have completed your fieldwork, you must write a thank you letter to your mentor. The tone of your letter should be sincere and professional. You may want to include a memorable moment from your fieldwork experience.

### **Guidelines**

- **Use the block style business letter format.**
- **Write at least two or three paragraphs in your letter.**
- **Send your thank you letter as soon as you complete your fieldwork.**
- **Make a signed copy of your thank you letter to put in your portfolio.**
  
- **First Paragraph**  
*This paragraph states the “thank you” you make to your mentor for sharing his/her time and expertise.*
  
- **Second Paragraph**  
*This paragraph explains a specific experience or experiences that are memorable to you.*
  
- **Third Paragraph**  
*This paragraph reinforces your gratitude and can state any future opportunities or contact you may want to keep with mentor.*

## Thank You Letter to Mentor: “Yes” Assessment

Date Received \_\_\_\_\_

Date Returned \_\_\_\_\_

Date Assessed \_\_\_\_\_

Seminar Leader \_\_\_\_\_

Senior, \_\_\_\_\_,

Yes No

1. submitted letter on or before due date.

### Letter Format: Business Letter – Block Style

2. uses 12-point Times New Roman font.

3. has statements within paragraphs single-spaced and paragraphs double-spaced.

4. has all lines at left margin with correct default settings.

5. includes all six sections: date, sender’s address, inside address, salutation, body, and closing.

6. applies rules of grammar, usage and mechanics.

### Letter Content

#### *First Paragraph*

7. states the “thank you” to mentor.

#### *Second Paragraph*

8. explains an experience or experiences that are memorable to him/her.

#### *Third Paragraph*

9. reinforces gratitude.

10. uses a sincere and professional tone.

### Requirements needed to attain “yes” status:

Senior Seminar Signature of Approval \_\_\_\_\_

Date

## **Interview (due by March 9<sup>th</sup>)**

In addition to working with your mentor, the interview portion of the senior project gives you the opportunity to acquire first-hand, factual information from an expert in your field of interest. The interview is a required component in Section III – The Search, of the I – Search paper. The questions you formulate before your interview must be well thought out and articulated in a professional manner.

### **Interview Guidelines**

- **Call the person you are interviewing.**
- **Introduce yourself and state the purpose of the interview.**
- **Set a date for the interview.**
- **Formulate questions in advance.**
- **Dress appropriately.**
- **Go prepared with pen and pad.**
- **Consider recording\* interview.**

**The interview must be completed before the second draft of your research paper.**

Examples of how to incorporate your interview into your paper will be given to you during senior seminar.

You must send a thank you letter to the person you interviewed; make sure you have the correct spelling of the person's name and the correct address. Use the block style letter format and the guidelines used for *thank you letter to your mentor*. Make a signed copy of your thank you letter for your portfolio.

- **First Paragraph**

*This paragraph states the “thank you” for interview.*

- **Second Paragraph**

*This paragraph explains what information you used from interview to support research.*

- **Third Paragraph**

*This paragraph reinforces gratitude.*

\*You **must** get permission to record any type of conversation, **before** you start interview.

## Thank You Letter for Interview: “Yes” Assessment

Date Received \_\_\_\_\_

Date Returned \_\_\_\_\_

Date Assessed \_\_\_\_\_

Seminar Leader \_\_\_\_\_

Senior, \_\_\_\_\_,

**Yes    No**

1. submitted letter on or before due date.

**Letter Format: Business Letter – Block Style**

2. uses 12 – point Times New Roman font.

3. has statements within paragraphs single-spaced and paragraphs double-spaced.

3. has all lines at left margin with correct default settings.

5. includes all six sections: date, sender’s address, inside address, salutation, body, and closing.

6. applies rules of grammar, usage, and mechanics.

**Letter Content**

***First Paragraph***

7. states the “thank you” for interview.

***Second Paragraph***

8. explains what information from interview supported research.

***Third Paragraph***

9. reinforces gratitude.

10. uses a sincere and professional tone.

**Requirements needed to attain “yes” status:**

Senior Seminar Signature of Approval \_\_\_\_\_

date

## I-Search Paper Requirements

The I-Search paper combines your ideas and knowledge about your topic with what you want to find out, your search, and what you learned. This style of research paper writing is not the conventional “term paper.” The I-Search paper process allows you to exemplify your *learning stretch*, and express yourself to others through writing that is genuine and meaningful to you.

### I-Search Paper Writing Format (Examples will be given during senior seminar.)

*The I – Search Paper is written in the first-person narrative format.*

- **Part 1 – Prior Knowledge**

*In this section of the paper you introduce your topic of research and explain your ideas and what you know (or think you know) about your topic.*

- **Part 2 – Essential Questions**

*In this section you explain what it is that you want to know or find out (or research) about your topic. This is where you ask your **essential question(s)**.*

- **Part 3 – Research and Application**

*In this section you describe your research (using proper citations). What evidence did you uncover or discover? How do you support your findings? (Your interview is part of this section.)*

- **Part 4 – Critical Analysis**

*In this section you combine your ideas and prior knowledge, with the evidence you uncovered. What conclusions did you reach? Do you have the same ideas or interests? What **did** you learn?*

- **Part 5 – Works Cited – MLA Format**

*This section is a list of all the exact works (sources) you used in your paper. This list must be complete and accurate to avoid plagiarism.*

**Note: MLA Format must be used for all “in text” documentation.**

- **You must use *at least* five sources:**

- at least one primary source (mentor, interview)
- at least three media sources (books, magazines, manuals, newspapers, etc.)
- no more than two web sources
- no encyclopedias

## I – Search Paper Format Guidelines

- **5 – 8 pages typed**
- **Block Style**
- **Times New Roman 12-point Font**
- **Use Margin Default Settings**

Name  
Senior Seminar  
Date

**Title**  
(centered, 14 point font, bold)

**Prior Knowledge**

*No title page. Part I begins on first page.*

**Essential Questions**

**Research and Applications**

**Critical Analysis**

**Works Cited**  
(centered, 14 point font, bold, on separate page)

**Page Number**

**I – Search Paper First Draft and Second Draft: “Yes” Assessment**  
 Senior’s, \_\_\_\_\_, I – Search paper:

<b>First Draft</b>	<b>Yes</b>	<b>No</b>	<b>Second Draft</b>	<b>Yes</b>	<b>No</b>
<b>Date Received</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Date Received</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Met Due Date</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Met Due Date</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Date Assessed</b>			<b>Date Assessed</b>		
<b>Date Returned</b>			<b>Date Returned</b>		
<b>Typing Format</b>			<b>Typing Format</b>		
1. 5 – 8 pages in length	<input type="checkbox"/>	<input type="checkbox"/>	1. 5 – 8 pages in length	<input type="checkbox"/>	<input type="checkbox"/>
2. Block Style	<input type="checkbox"/>	<input type="checkbox"/>	2. Block Style	<input type="checkbox"/>	<input type="checkbox"/>
3. Times New Roman 12-point font	<input type="checkbox"/>	<input type="checkbox"/>	3. Times New Roman 12-point font	<input type="checkbox"/>	<input type="checkbox"/>
4. margin default settings	<input type="checkbox"/>	<input type="checkbox"/>	4. margin default settings	<input type="checkbox"/>	<input type="checkbox"/>
5. page number on right bottom	<input type="checkbox"/>	<input type="checkbox"/>	5. page number on right bottom	<input type="checkbox"/>	<input type="checkbox"/>
<b>Development, Organization, Resources</b>			<b>Development, Organization, Resources</b>		
<b>Section 1 – Prior Knowledge</b>			<b>Section 1 – Prior Knowledge</b>		
6. introduces topic	<input type="checkbox"/>	<input type="checkbox"/>	6. introduces topic	<input type="checkbox"/>	<input type="checkbox"/>
7. addresses knowledge and ideas on topic	<input type="checkbox"/>	<input type="checkbox"/>	7. addresses knowledge and ideas on topic	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 2 – Essential Questions</b>			<b>Section 2 – Essential Questions</b>		
8. identifies additional information wanted	<input type="checkbox"/>	<input type="checkbox"/>	8. identifies additional information wanted	<input type="checkbox"/>	<input type="checkbox"/>
9. justifies why it is essential to find out more	<input type="checkbox"/>	<input type="checkbox"/>	9. justifies why it is essential to find out more	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 3 – Research and Application</b>			<b>Section 3 – Research and Application</b>		
10. describes the search process	<input type="checkbox"/>	<input type="checkbox"/>	10. describes the search process	<input type="checkbox"/>	<input type="checkbox"/>
11. provides evidence discovered	<input type="checkbox"/>	<input type="checkbox"/>	11. provides evidence discovered	<input type="checkbox"/>	<input type="checkbox"/>
12. supports findings	<input type="checkbox"/>	<input type="checkbox"/>	12. supports findings	<input type="checkbox"/>	<input type="checkbox"/>
13. includes interview*	<input type="checkbox"/>	<input type="checkbox"/>	13. includes interview	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 4 – Critical Analysis</b>			<b>Section 4 – Critical Analysis</b>		
14. connects prior knowledge and ideas with supporting evidence	<input type="checkbox"/>	<input type="checkbox"/>	14. connects prior knowledge and ideas with supporting evidence	<input type="checkbox"/>	<input type="checkbox"/>
15. formulates conclusions	<input type="checkbox"/>	<input type="checkbox"/>	15. formulates conclusions	<input type="checkbox"/>	<input type="checkbox"/>
16. expresses opinion about previous ideas and relates to acquired knowledge	<input type="checkbox"/>	<input type="checkbox"/>	16. expresses opinion about previous ideas and relates to acquired knowledge	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section 5 – Works Cited</b>			<b>Section 5 – Works Cited</b>		
17. follows MLA format	<input type="checkbox"/>	<input type="checkbox"/>	17. follows MLA format	<input type="checkbox"/>	<input type="checkbox"/>
18. has at least one primary source	<input type="checkbox"/>	<input type="checkbox"/>	18. has at least one primary source (interview)	<input type="checkbox"/>	<input type="checkbox"/>
19. has at least three media sources	<input type="checkbox"/>	<input type="checkbox"/>	19. has at least three media sources	<input type="checkbox"/>	<input type="checkbox"/>
20. has no more than two web sources	<input type="checkbox"/>	<input type="checkbox"/>	20. has no more than two web sources	<input type="checkbox"/>	<input type="checkbox"/>
21. uses no encyclopedias	<input type="checkbox"/>	<input type="checkbox"/>	21. uses no encyclopedias	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing Conventions</b>			<b>Writing Conventions</b>		
22. applies rules of grammar, usage, and mechanics	<input type="checkbox"/>	<input type="checkbox"/>	22. applies rules of grammar, usage, and mechanics	<input type="checkbox"/>	<input type="checkbox"/>

**First Draft**

Seminar Leader Signature \_\_\_\_\_ Date \_\_\_\_\_

**Second Draft**

Seminar Leader Signature \_\_\_\_\_ Date \_\_\_\_\_

Senior Project Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

## I – Search Paper Analysis Rubric

This analysis is used to guide you to successful completion of your I – Search paper. Throughout the writing process you, a peer, seminar leader, senior project coordinator, or anyone else from whom you would like feedback critiques your writing using the following rubrics. Each rubric represents the first four sections of your paper. At least one analysis of each section is completed during Senior Seminar before the first and second drafts of your paper are due.

<b>I – Search Paper Analysis Rubric</b>				
<b>Senior</b> Date Reviewed	<b>GSE</b>	<b>ALS</b>	<b>Learner Outcome</b>	<b>DOK</b>
Reviewer	W-12-7.1	E1c	1.03	W2
<input type="checkbox"/> Peer _____	W-12-7.2	E2a	3.01	W3
<input type="checkbox"/> Senior Seminar Leader	W-12-7.5	E2d	3.03	
<input type="checkbox"/> Senior Project Coordinator	W-12-8.1		5.01	
<input type="checkbox"/> Other _____	W-12-10			
	W-12-11.2			
<b>Prior Knowledge</b>	<b>Yes</b>	<b>Meets Standard</b>		<b>No</b>
<b>Ideas and Development</b>	Paper Includes: <input type="checkbox"/> clearly stated topic <input type="checkbox"/> explicit details that address prior knowledge and ideas on topic			<input type="checkbox"/> <input type="checkbox"/>
<b>Organization</b>	Paper Includes: <input type="checkbox"/> an introduction with purpose to major ideas <input type="checkbox"/> transitions that connect major ideas <input type="checkbox"/> a focus that leads the reader to the main intent the paper			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Recommendations to meet standard:</b>          				

## I – Search Paper Analysis Rubric

<b>Senior</b> Date Reviewed		<b>GSE</b>	<b>ALS</b>	<b>Learner Outcome</b>	<b>DOK</b>
Reviewer <input type="checkbox"/> Peer _____ <input type="checkbox"/> Senior Seminar Leader <input type="checkbox"/> Senior Project Coordinator <input type="checkbox"/> Other _____		W-12-6.2 W-12-7.2 W-12-7.3 W-12-7.5 W-12-8.1 W-12-8.2 W-12-10 W-12-14.3	E1c E2d	1.03 3.01 3.03 5.01	W2 W3 W4
<b>Essential Questions</b>	<b>Yes</b>	<b>Meets Standard</b>			<b>No</b>
<b>Ideas and Development</b>	Paper Includes: <input type="checkbox"/> supporting details of information that are accurate and relevant <input type="checkbox"/> evidence of justifying importance to major ideas of topic <input type="checkbox"/> significance of topic for personal growth				<input type="checkbox"/>   <input type="checkbox"/>  <input type="checkbox"/>
<b>Organization</b>	Paper Includes: <input type="checkbox"/> relevant transitions that connect to major ideas <input type="checkbox"/> descriptive language that clarifies and supports intent <input type="checkbox"/> an organizational structure that allows for progression of ideas to develop				<input type="checkbox"/>   <input type="checkbox"/>  <input type="checkbox"/>

**Recommendations to meet standard:**

## I – Search Paper Analysis Rubric

<b>Senior</b> Date Reviewed	<b>GSE</b>	<b>ALS</b>	<b>Learner Outcome</b>	<b>DOK</b>
<b>Reviewer</b> <input type="checkbox"/> Peer _____ <input type="checkbox"/> Senior Seminar Leader <input type="checkbox"/> Senior Project Coordinator <input type="checkbox"/> Other _____	W-12-6.1 W-12-6.2 W-12-6.5 W-12-7.2 W-12-8.1 W-12-8.2 W-12-10	E1c E2a E2d E2e	1.03 1.05 2.01 3.01	R2 R3 R4 W2 W3 W4
<b>Research and Application</b>	<b>Yes</b>	<b>Meets Standard</b>		<b>No</b>
<b>Ideas and Development</b>	Paper Includes: <input type="checkbox"/> accurate details supported by research <input type="checkbox"/> evidence of combining information from multiple research studies, including primary sources <input type="checkbox"/> relevant information relating to major ideas			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Organization</b>	Paper Includes: <input type="checkbox"/> relevant transitions that connect to major ideas <input type="checkbox"/> consistent focus on topic <input type="checkbox"/> a range of appropriate strategies , such as providing facts, describing or analyzing a subject			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Recommendations to meet standard:**



## I – SEARCH PAPER RUBRIC

<b>Senior</b>	<b>GSE</b>	<b>ALS</b>	<b>Learner Outcome</b>	<b>DOK</b>
<b>Reviewer</b> <input type="checkbox"/> <b>Senior Seminar Leader</b> <input type="checkbox"/> <b>Senior Seminar Leader</b> <input type="checkbox"/> <b>Senior Project Coordinator</b> <b>Date of Review</b> _____	W-12-6.1 W-12-8.1 W-12-6.2 W-12-8.2 W-12-6.5 W-12-8.4 W-12-7.1 W-12-10 W-12-7.2 W-12-11.2 W-12-7.3 W-12-14.3 W-12-7.5	E1c E2a E2d E2e E2f	1.03 2.01 3.01 3.03 5.01	W2 W3 W4
<b>Ideas and Development</b>	<b>Yes</b>	<b>Meets Standard</b>		<b>No</b>
	Paper includes: <input type="checkbox"/> clearly stated topic <input type="checkbox"/> explicit details that address prior knowledge and ideas on topic <input type="checkbox"/> evidence of justifying importance to major ideas of topic <input type="checkbox"/> significance of topic for personal growth <input type="checkbox"/> accurate relevant details supported by research <input type="checkbox"/> evidence of combining information from multiple research studies, including primary sources <input type="checkbox"/> evidence of comprehension of information used to support and expand upon the major ideas <input type="checkbox"/> supporting facts and details are connected to prior ideas and knowledge			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Organization</b>	Paper includes: <input type="checkbox"/> an introduction with purpose to major ideas <input type="checkbox"/> a focus that leads the reader to the main intent of the paper <input type="checkbox"/> relevant transitions that connect to major ideas <input type="checkbox"/> descriptive language that clarifies and supports intent <input type="checkbox"/> an organizational structure that allows for progression of ideas to develop <input type="checkbox"/> a range of appropriate strategies, such as providing facts, describing or analyzing a subject <input type="checkbox"/> opinion on the importance of acquired knowledge and relationship to prior knowledge and ideas <input type="checkbox"/> a conclusion that includes the significance of what was learned			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Resources</b>	Paper includes: <input type="checkbox"/> properly cited and formatted sources <input type="checkbox"/> at least the minimum amount of required sources			<input type="checkbox"/> <input type="checkbox"/>
<b>Writing Conventions</b>	Paper includes: <input type="checkbox"/> standard English usage <input type="checkbox"/> infrequent errors which do not interfere with meaning <input type="checkbox"/> correct capitalization, punctuation, and spelling			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Structures of Language</b>	Paper includes: <input type="checkbox"/> varied sentence length and structure to enhance meaning <input type="checkbox"/> a format and text structure appropriate to purpose, audience, and context			<input type="checkbox"/> <input type="checkbox"/>

Senior Seminar Leader Approved \_\_\_\_\_  
 Senior Seminar Leader Approved \_\_\_\_\_  
 Senior Project Coordinator Approved \_\_\_\_\_

## Portfolio Requirements

The portfolio is not just the collection of the written components of your senior project, but the telling of the journey from the beginning of your project to the self-evaluation at completion of the project. The portfolio is the written communication of where you started to where you ended. Your portfolio represents YOU! Before you give your oral presentation the portfolio must be completed and approved by the Senior Project Coordinator and Senior Seminar Leaders.

On the day of your oral presentation, a panel of judges will review your portfolio before you give your presentation. By reviewing the portfolio first, this gives the judges an introduction to the topic you chose and allows them the opportunity to read your paper and look through your fieldwork experience with your mentor. In order for the judges to get a better understanding of your senior project, you must write a **letter of introduction** to the judges.

### Guidelines for Letter of Introduction (Due April 6<sup>th</sup>)

- **Use Business formal – block style format that you used for all your letters.**
- **The body of letter should summarize and give information to judges that you want them to know about you and your senior project experience and thank them for volunteering their time.**
- **The tone of letter should be sincere and professional.**
- **Your letter should be at least three paragraphs.**

To meet the requirements of the portfolio component **all entries** must be submitted and approved according to project calendar. The requirements listed on the following page must follow the exact sequence. Remember only approved entries can be put in your portfolio.

## Portfolio Components

- **A Cover Page**  
*This page is designed by you and must show a connection to your senior project.*
- **A Table of Contents**  
*A formal list of the contents of your portfolio.*
- **Letter of Introduction to Judges**  
*A letter written by you to introduce and summarize your senior project experience.*
- **Proposal Letter**  
*Your letter stating your topic, fieldwork, and learning stretch.*
- **Mentor Confirmation/Requirements Form**  
*This form states the role and responsibilities of the mentor and signifies that the mentor agrees to all requirements.*
- **Mentor Information/Parental Approval Form**  
*This form is signed by both mentor and parent/guardian to allow for senior to participate in fieldwork.*
- **Verification of Fieldwork Log from Mentor**  
*This form verifies total of fieldwork hours given to senior project.*
- **Thank You Letter to Mentor**  
*This letter expresses the gratefulness you have for your mentor.*
- **Letter of Recommendation from Mentor**  
*This recommendation reaffirms what you have learned and accomplished during your fieldwork experience.*
- **Thank You Letter for Your Interview**  
*This letter is the “thank you” for the interview.*
- **I - Search Paper**  
*This paper connects your topic, research, fieldwork, and learning stretch.*
- **Product Evidence**  
*This evidence is documentation to exhibit your product. You decide how to present your product using pictures, drawings, photographs, etc.*
- **Self-Evaluation\***  
*Your self-evaluation is the final piece of your senior project. It is the summary of your journal entries and thoughts about your final product.*  
**\*The Self-Evaluation is written after your oral presentation and completes the requirements of your portfolio.**

**Portfolio “Yes” Assessment: Cover Page, Table of Contents, Letter of Introduction to Judges, Product Evidence**

Senior, \_\_\_\_\_,  
Seminar Leader \_\_\_\_\_

<b>Component</b>	<b>Date Received</b>	<b>Date Assessed</b>	<b>Date Returned</b>	<b>Yes</b>	<b>No</b>
<b>Cover Page</b>					
1. shows original design				<input type="checkbox"/>	<input type="checkbox"/>
2. connects to senior project topic				<input type="checkbox"/>	<input type="checkbox"/>
<b>Table of Contents</b>					
3. identifies components of project as a formal list				<input type="checkbox"/>	<input type="checkbox"/>
4. contents align with page numbers				<input type="checkbox"/>	<input type="checkbox"/>
<b>Letter of Introduction to Judges</b>					
5. follows Block Style format				<input type="checkbox"/>	<input type="checkbox"/>
6. introduces self to judges				<input type="checkbox"/>	<input type="checkbox"/>
7. states senior project topic				<input type="checkbox"/>	<input type="checkbox"/>
8. explains fieldwork and project experiences				<input type="checkbox"/>	<input type="checkbox"/>
9. summarizes project				<input type="checkbox"/>	<input type="checkbox"/>
<b>Product Evidence</b>					
10. exhibits evidence of project (photographs, writings, etc.)				<input type="checkbox"/>	<input type="checkbox"/>

**Requirements needed to obtain “yes” status:**

Seminar Leader Signature of Approval \_\_\_\_\_

Date

## Portfolio Approval Components Checklist

This checklist confirms that all components (excluding self-evaluation) can be placed in your portfolio. Components are listed in order with date of approval. The senior project coordinator and two senior seminar leaders review your portfolio to verify that portfolio requirements are met.

Component	Approval Date
<input type="checkbox"/> Cover Page	
<input type="checkbox"/> Table of Contents	
<input type="checkbox"/> Letter of Introduction to Judges	
<input type="checkbox"/> Proposal Letter	
<input type="checkbox"/> Mentor Confirmation/Requirements Form	
<input type="checkbox"/> Mentor Information/Parental Approval Form	
<input type="checkbox"/> Verification of Fieldwork Log from Mentor	
<input type="checkbox"/> Thank You Letter to Mentor	
<input type="checkbox"/> Letter of Recommendation from Mentor	
<input type="checkbox"/> Thank You Letter for Interview	
<input type="checkbox"/> I – Search Paper	
<input type="checkbox"/> Product Evidence	

**Portfolio is ready for reading by judges.**

Yes

No

**Requirements needed to attain “yes” status:**

Seminar Leader Signature \_\_\_\_\_ Date

Seminar Leader Signature \_\_\_\_\_ Date

Senior Project Coordinator Signature \_\_\_\_\_ Date

## Oral Presentation (Thursday, May 27<sup>th</sup>)

The oral presentation is the culminating event of your senior project. Your presentation is the connection of your **learning stretch**, research, fieldwork, and reflection of your project. This is your opportunity to share what you have learned with a group of people who are interested in what you tell them. Practice presentations begin on Tuesday, April 28<sup>th</sup>.

A panel of judges will assess your presentation using the Oral Presentation Score Sheet. When you have completed your presentation, the judges are allowed a 5-minute question and answer session. Expect panel members to ask questions and make comments about your project. Practice oral presentations will be held during Senior Seminar. During the practice presentations, other seniors will judge your presentation using the oral presentation rubric.

Your presentation must include the “final product” from your project. The “final product” is what you made, produced, or did during your fieldwork. You must show or demonstrate your product. For example, if you wrote a song, give copies to the judges and play or sing a portion of it. If you ran a road race, bring in pictures, props, or a short video to show the judges.

You are encouraged to use technology to enhance your presentation. If your presentation requires the use of technological devices, you must complete a **Request for Technology Form** at least four weeks before oral presentations begin. Remember though, you must still give your oral presentation when scheduled; so have a back-up plan just in case a technological problem develops.

### Presentation Protocols

- **The presentation must be 8 – 12 minutes in length.**
- **A 5-minute question and answer session with the panel follows immediately after your presentation.**
- **Note cards or other memory devices are allowed.**
- **A final product must be presented using audio or visual materials to enhance your presentation.**
- **Appropriate dress is required.**

## ORAL PRESENTATION RUBRIC

<b>Senior</b>			
<b>Date of Presentation</b> _____			
<b>Reviewer</b> <input type="checkbox"/> Seminar Leader <input type="checkbox"/> Faculty Member <input type="checkbox"/> Community Member <input type="checkbox"/> Business Member <input type="checkbox"/> Other _____		<input type="checkbox"/> <b>Meets Proficiency</b>  Score _____  <input type="checkbox"/> <b>Revision needed before next presentation</b>	
<b>Category</b>	<b>Yes</b>	<b>Meets Standard</b>	<b>No</b>
<b>Language Use and Delivery</b>	The Senior: <input type="checkbox"/> establishes rapport with audience through frequent eye contact <input type="checkbox"/> speaks clearly and uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection <input type="checkbox"/> <b>uses appropriate vocabulary and correct pronunciation with few errors in standard English</b> <input type="checkbox"/> has good posture, gestures, movements <input type="checkbox"/> dresses appropriately for topic presented		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Organization and Preparation</b>	The Senior: <input type="checkbox"/> <b>introduces and maintains focus on topic</b> <input type="checkbox"/> uses transitions between main ideas that are easy to follow <input type="checkbox"/> <b>expresses conclusion that addresses what was learned</b> <input type="checkbox"/> uses note cards or other memory aides (if needed) to maintain flow of presentation <input type="checkbox"/> presents within allotted time – <b>must present for at least 8 minutes</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Content</b>	The Senior: <input type="checkbox"/> <b>clearly defines and connects prior ideas and knowledge with acquired knowledge</b> <input type="checkbox"/> supports acquired knowledge with relevant evidence of research using varied sources <input type="checkbox"/> <b>communicates the <i>learning stretch</i> of the chosen topic to audience</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Media Use</b>	The Senior: <input type="checkbox"/> <b>integrates good quality audio and/or visual materials to explain or enhance the presentation</b>		<input type="checkbox"/>
<b>Interaction With Audience</b>	The Senior: <input type="checkbox"/> <b>demonstrates knowledge of the topic by responding to questions and feedback confidently and appropriately</b>		<input type="checkbox"/>

Reviewer Signature \_\_\_\_\_

Comments to Senior:

## Oral Presentation Score Sheet

This score sheet is used in conjunction with the Oral Presentation Rubric to determine if the senior meets standard in each category. Indicators in **bold type** must each have a score of **three** or **five** in the same presentation in order for presentation to meet proficiency and a minimum 32 points.

Yes		No	
5	3	1	0
flawless demonstration of indicator throughout presentation	demonstrates indicator during most of presentation	sometimes demonstrates indicator during presentation	rarely or never demonstrates indicator during presentation

Language Use and Delivery	Organization and Preparation	
The Senior: ♦ establishes rapport with audience through frequent eye contact <input type="checkbox"/> ♦ speaks clearly and uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection <input type="checkbox"/> ♦ <b>uses appropriate vocabulary and correct pronunciation with few errors in standard English</b> <input type="checkbox"/> ♦ has good posture, gestures, movements <input type="checkbox"/> ♦ dresses appropriately for topic presented <input type="checkbox"/>	The Senior: ♦ <b>introduces and maintains focus on topic</b> <input type="checkbox"/> ♦ uses transitions between main ideas that are easy to follow <input type="checkbox"/> ♦ <b>expresses conclusion that addresses what was learned</b> <input type="checkbox"/> ♦ uses note cards or other memory aides (if needed) to maintain flow of presentation <input type="checkbox"/> ♦ presents within allotted time – <b>must present for at least 8 minutes</b> <input type="checkbox"/>	
Content	Media Use	Interaction With Audience
The Senior: ♦ <b>clearly defines and connects prior ideas and knowledge with acquired knowledge</b> <input type="checkbox"/> ♦ supports acquired knowledge with relevant evidence of research using varied sources <input type="checkbox"/> ♦ <b>communicates the <i>learning stretch</i> of the chosen topic to audience</b> <input type="checkbox"/>	The Senior: ♦ <b>integrates good quality audio and/or visual materials to explain or enhance the presentation</b> <input type="checkbox"/>	The Senior: ♦ <b>demonstrates knowledge of the topic by responding to questions and feedback confidently and appropriately</b> <input type="checkbox"/>
	<b>Score</b>	

**Request for Technology Form**

**Date** \_\_\_\_\_

**Senior** \_\_\_\_\_

**Seminar Leader** \_\_\_\_\_

**Technology Devices Needed for Oral Presentation:**

**Presentation Date** \_\_\_\_\_

**Room Number** \_\_\_\_\_

**Technology Available**             **Yes**

**No**

**Tech. Rep. Signature** \_\_\_\_\_

## Appeal Protocols

Sometimes there are extenuating circumstances that arise which make it impossible for you to comply with the due date of one of the components. If this happens, you can file for an appeal. The senior project coordinator and senior seminar leaders make the decision on your appeal. To make an appeal you must complete an **appeals form** and submit the form to the senior project coordinator within a five-day period before due date. The decision of the appeal is made within five school days.

If you do not agree with a “Yes Assessment” or rubric assessment rating, you must make an appeal in writing to the senior project coordinator within five school days of “Date Returned” on assessment or rubric. Write your appeal using the **Business Letter – Block Style** format. State the specific assessment or rubric, the item(s) of concern, and your suggestion(s) to resolve any discrepancies. A meeting will be held within five school days with you, your seminar leader, and the senior project coordinator.

If you do not agree with a decision, you can petition the Board of Appeals within five school days. You and your parent(s)/guardian must be present at an appeal hearing. The Board of Appeals members include the high school principal and assistant principal, the senior project coordinator, your senior seminar leader, and one other faculty member.

## Cheating/Plagiarism Policy

The cheating/plagiarism policy for Scituate High School as stated in *The Scituate High School Student Handbook* reads: “A grade of zero will be given for the **assignment** with no opportunity for makeup.” The Senior Project **is not an assignment**; it is a component of the Proficiency Based Graduation Requirements of the Scituate School Department. Therefore, it is imperative that senior project proficiency be reached.

If the senior project coordinator and your senior seminar leader agree that cheating/plagiarism may have occurred, the Board of Appeals is notified immediately. You and your parent(s)/guardian must appear at a board hearing within five school days. If the board determines that cheating/plagiarism has taken place, you must choose a different topic for your senior project, complete all requirements, and meet proficiency.

**Senior Project Appeals Form (Date Extension)**

I, \_\_\_\_\_,  
(print your name here)

petition the senior project coordinator and my senior seminar leader to extend the due date  
of \_\_\_\_\_ for the senior project component, \_\_\_\_\_.

My reason(s) for the date extension (please write neatly):

I request a due date of \_\_\_\_\_.

Sincerely,

***Your Signature***

\_\_\_\_\_

Your petition for due date \_\_\_\_\_  is accepted.

is not accepted.

Reason(s) for non-acceptance:

Senior Seminar Leader Signature \_\_\_\_\_

Senior Project Coordinator Signature \_\_\_\_\_

Date \_\_\_\_\_

## RESOURCES

### **MLA Format**

*The Modern Language Association (MLA) style requires the writer to document the sources used in a research paper following a specific format. All the sources you use must be “cited” throughout your I – Search paper. The “Works Cited” page is the list of all sources you cite in your I – Search paper. The MLA style for research paper writing is the format you use in your English class. The MLA Handbook for Writers of Research Papers, Sixth Edition is available for your use upon request. A handout detailing the proper formatting requirements is given to you during Senior Seminar. The samples listed here are for the works cited page and are taken from the Chabot College Library Web Site. This web site is also an excellent resource for proper formatting of sources for both the works cited page and sources cited in a research paper.*

### **MLA Format Samples for the Works Cited Page**

*All samples are from “<<http://www.chabotcollege.edu/Library/onlineref/cited.html>>.”*

### **Books**

#### **One Author**

Kitto, H. D. F. Form and Meaning in Drama. New York: Barnes, 1956.

#### **Two or Three Authors, Edition**

McAnany, Emile G., and Robert Williams. The Filmviewer’s Handbook. 3<sup>rd</sup> ed.  
Glen Rock: Paulist, 1965.

### **Periodicals**

#### **Journal**

Marwick, Charles. “Genetically Modified Crops Feed Ongoing Controversy.”  
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