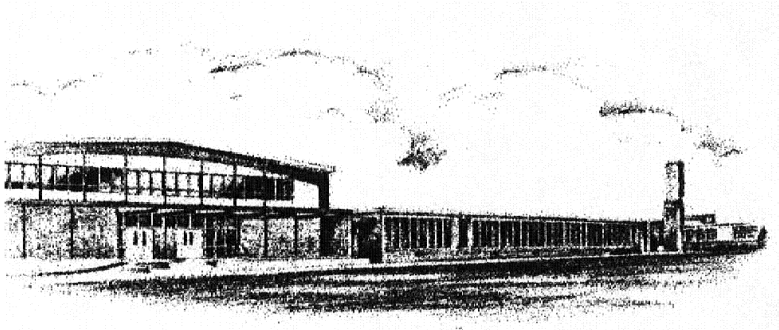# Highland High School

SENIOR PROJECT HANDBOOK

Class of 2014

This handbook will help you understand the Senior Project, see the big picture, plan ahead, and get started. Every attempt has been made to make these materials accurate and up to date. However, dates and other details should be regarded as approximate and not exact. Specifics and changes, should any be necessary, will be announced in a timely manner as the year goes on. Some dates, assignments and particulars of major assignments may vary somewhat from project to project. However, the basic requirements will be the same. The Senior Project Coordinator will provide details if changes are necessary..

PLEASE
SHARE THIS INFORMATION WITH YOUR PARENTS!
They will need to sign the last page of this packet and return it to the Senior Project Coordinator. They, too, need to understand what the Senior Project is, how it works, what its expectations are, and its purpose. Please note that this handbook can be found on the Highland High School homepage.

Senior Project Coordinator for the Graduating Class of 2014:

There are no shortcuts to any place worth going.
~Beverly Sills

TABLE OF CONTENTS

WELCOME TO
HIGHLAND HIGH SCHOOL SENIOR PROJECT Class of 2014

The Senior Project introduces a process for lifetime learning. Learning does not end with your formal education. In the world beyond school, learning is ongoing. Adults research, read, write, and collaborate with others in an effort to solve problems, expand opportunities, satisfy curiosity, and/or for other reasons.

The senior project coordinator's role is to keep you on track by collecting assignments, setting due dates, and grading and reviewing your work. The senior project coordinator and the staff of Highland High School will provide guidance for the components of the Senior Project, including reflective and research writing and presentation skills. However, the hours of experience and much of your information research will need to be done outside of class (homework!!!).

This is a long-term project, but you must be careful not to get caught in a time-crunch. **Plan ahead** and your project will be less stressful and much more enjoyable. This can be a very time consuming project, especially if you procrastinate, so follow the Senior Project Calendar, given to you by the senior project coordinator, to the best of your ability.

You will receive additional specific information and instructions on these major assignments as their times get closer.

PROJECT SUPPLIES REQUIRMENTS

You will need a separate notebook exclusively for your Senior Project. Please organize your notebook right away. Purchase a 3-ring binder (the ones with plastic sleeves on the front so you can slip in your title page) and a set or two of dividers. You need 8 dividers total. The divider titles should be typed and in the order they are listed below. Most Avery brand labels can be formatted with a word processor (just follow their directions). You may also neatly cut and glue the typed titles from this page.

- Project Proposal
- Mentor Signature Form
- Parent Signature Form
- Research Essay
- Log Book (Community service should be listed in this section)
- Mentor Evaluation
- Presentation Notes/Information
- Misc. Class Information

You will be expected to show the senior project coordinator your organized notebook frequently. Good organization is one of the many qualities needed for a successful Senior Project and life – so get off to a good start!

CHOOSING A PROJECT

You will begin by choosing a topic for learning, anything from hands-on projects to career studies. The project begins with an **essential question** or with an interest that evolves into a question. This question helps drive the research component, the project experience, the journal, and the presentation.

Choose something you know little or nothing about or simply have an interest in. The Senior Project involves *new* learning. Choose something that you think might be beneficial and interesting. *Significance* is a factor in the final evaluation of your project. Will it be worth doing? Will it make a difference to you and/or to someone else?

Generally, projects that are already requirements in a course that you are enrolled in are not appropriate; projects that **go beyond class requirements** generally are. Projects that you are already doing on the job are not appropriate; **learning new job-related skills** generally are appropriate. If your teachers, mentor, and/or panel question your project in these regards, they may directly challenge you to defend the suitability of your project.

Talk about your project with the senior project coordinator or other staff members. He/she may be able give you advice based on past projects.

FINDING A MENTOR

You will need to find an adult who will serve as an advisor who directs you to experts or who will act as a **mentor**. A mentor is someone with real expertise in the field of your project, more experienced, usually older. The advisor/mentor will guide and/or supervise the time you spend on the project. Your mentor is not to do the project for you, rather to be a resource for you when you have a question or need guidance on the topic. Once you have decided on an area of interest, your mentor can help you plan out what you will do and what might be an appropriate research paper topic. Ultimately, you will be held accountable for having a suitable mentor.

Find a mentor. Take a chance. Look into new fields. Don't be afraid to ask someone you do not know to mentor you. You will be surprised at how many people know about the project and love to help. You may have more than one mentor if you wish and if it is to your advantage. ***Your mentor should not be someone here at Highland High School, your parents, or younger than 21; branch out!*** It is recommended that you send a letter of request to the mentor asking him/her to help you on the project you have chosen.

TIME REQUIREMENTS

The Project involves at least 15+ hours under the guidance (but not necessarily direct supervision) of an advisor and/or mentor(s). **Hours must be completed by the time you are scheduled to present.** Your hours can be completed any time during the months after your proposal has been accepted and prior to the due date. You are not expected to be a pro in this short time, nor is your mentor expected to be with you all the time. You will also need to complete 15 hours of community service, although depending on your project, the committee may approve that those be the same hours as your actual project.

THE PROJECT PROPOSAL

A formal **Proposal** will be the first major component of your project. This can be completed your junior year during the scheduled proposal event the last week of school. Before your project becomes "official," it must be approved by the panel of judges. You must convince these judges that your project is both worthwhile and feasible. Not only is the Proposal an important assignment in its own right, approval is necessary for you to receive credit for later parts of the Project.
If, at some point in the future, you abandon your project in favor of another one, you must then submit a new proposal for approval.

POSSIBLE PROJECTS

- **Teaching Projects:** Design and teach a unit to elementary students. Design and teach a short unit or reinforce a concept for other high school students in an existing class. Design and teach a mini-class during a time set aside from normal classes. Etc.

- **Community Projects:** Serve as an aide in a senior citizen's home or a daycare center or a hospice, assist members of a city committee to prepare a presentation, get active in a political party or a union. Take on some new, more responsible role in your church. Etc. Get active. Do something that will make a difference.

- **Vocational Projects:** Contact several different employers who will provide on-the-job experiences and an interview about job demands. Survey employers as to job requirements and specifications. Work as an intern/observer in a business/professional office or in a city agency or with an elected official. Learn aircraft welding. Learn to operate a lathe or milling machine. Etc.

- **Primary Research Projects:** Compile an oral history. Research a building or a landmark. Research an ancestor. Survey area residents on some matter of concern to city government or business or a neighborhood association. Conduct an independent science experiment. Etc.

- **Performance Projects:** Create and perform in public a dance, a play, a reading, musical numbers, a speech. Etc.

- **Production Projects:** Design and build a boat, a bow, a knife (note: weapons projects can be presented by pictures only; we are a zero-tolerance campus). Rebuild an engine. Remodel a kitchen. Build a horse trailer. Draw a series of illustrations for a book. Paint a series of portraits. Create a photo essay. Write and /or produce a film. Etc.

- **Academic Projects:** Design your own unit or your own course. Read/research a writer, a period, a movement, a genre in depth. Become an expert on a historical period or event or institution. Perhaps you can find a professor to be your mentor and guide your studies.

- **Etc. Etc. Etc.:** There can be as many different projects as there are seniors. Choosing a project because a lot of other people are choosing it is not a virtue. Be original. Be creative. Be **ambitious**. Go for it!

Usually, a project should **not** be something that is already a requirement in another class or a regular part of your job. It should **extend**, go **over and above, and show *new* learning**. If you have questions, talk to the senior project coordinator or other Highland High School staff for guidance.

THE RESEARCH COMPONENT

As an important part of your project, you will do research and reading relevant to the topic and/or execution of your project. This will be a Research Essay. Only 5 of these hours can count toward your total project hours, these hours must be outside of the school day. The Research Essay will be due in the 1st semester of your senior year; the date will be set by your English teacher.

THE PROJECT LOG BOOK

You will keep a Log Book that will record the date, time and details each time you work on your project; this becomes a narrative of your experience with your project. This should be reviewed by your mentor, even though she/he may not have directly supervised you during all that time. This log will also be reviewed weekly by your advisory teacher.

Write in it every time you work on your project. Document your time, what you did, conversations with your mentor (for that matter, the process of finding a mentor), conversations with others about it, what you learned, problems, obstacles, good/bad situations and outcomes, etc. Your mentor and/or advisor may jot notes and/or sign your Log Book occasionally. Don't put this off. Write while it is fresh. When the Senior Project Coordinator reviews your log, they may pose questions to you where you will need to respond. Summary narratives and logs that are faked at the end are never proficient.

THE PRESENTATIONS

Practice presentations will begin in January of your senior year, and will be preliminary to the final public presentations. The schedule will be drawn up well in advance so that you will know exactly what day you will need to bring your things to school. You will have a total time slot of 30 minutes. You should plan on approximately 15 minutes for actual presentation time. This will leave 5-10 minutes for setting up your presentation, answering questions from the judges, taking down your presentation, and exiting the room. Effective presentations employ visuals, demonstrations, and/or whatever else helps to show the accomplishments and information learned. Put to work skills learned in speech class. You will receive feedback from your classroom presentation to help you improve for your public presentation. See the attached Presentation Page for details.

You will do your Formal **Public Presentation** in early spring, after practice presentations are complete. Time limits and format will be the same as the classroom presentation, which should be seen as a dress rehearsal for the final presentation. The public presentation will allow community members to give input to the quality and effort of your project. Again, the schedule will be made up and posted well in advance to make it easy for you to be prepared with needed materials, supplies, and visuals.

We believe that this project can and will become a highlight of your high school career should you use it as an opportunity to work honestly on it. This project does incorporate the State and District Standards for research, writing, speaking, and organization. These skills will be a valuable asset to you in your future.

THE PROJECT GRADE

In accordance with the Idaho State Standards, the senior project is a pass/fail. You must pass **ALL** components of your Senior Project in order to meet graduation requirements. Your project final grade will receive one of the three score: Above Proficient (exceeds minimum expectations), Proficient (meets minimum expectations), or Below Proficient (does not meet minimum expectations). In order to receive your Senior Project Credit, you must receive an Above Proficient or Proficient on your Senior Project. The Senior Project Coordinator will be grading the individual assignments to help ensure that they are at least meeting minimum requirements. The Senior Project Coordinator **may require revising or redoing an individual assignment so that it meets the Proficient level.** These individual assignment grades will help determine the overall assessment of the project.

Senior Project Binder/Portfolio Check List

Assignment	Date Completed	Student Initials	Coordinator Initials
Proposal			
Mentor Signature Form			
Mentor Evaluation			
Parent Signature Form			
Research Essay			
Log Book			
Class Presentation			
Public Presentation			
Reflection Essay			
Community Service			

THE PROPOSAL

Statement of Assignment

During the early spring of your junior year you will draft a proposal for your Senior Project. The proposal will be a graded assignment. It will also be the instrument for clearing your project through members of the Highland High School Senior Project Approval Committee. Once your proposal is approved, your Senior Project is "official." At that time you may begin working on your project, be sure to start logging all of your time and journal accordingly.

Rationale for the Assignment

Because the Senior Project is a school-wide interdepartmental effort, faculty and administration other than just the Senior Project Coordinator will be involved at various stages of the project. The Senior Project Coordinator, with whom you personally discuss your project, will be the final approval to make your project official; communication will be very important.

Your ability to *persuade* the judges, that will be the audience for your proposal, that you have given your project serious thought, that it is worthwhile and viable, and that you are ready to begin, is the primary criterion for approval of your proposal. Be sure to have clear goals, you will refer back to these throughout your entire project.

Description of the Assignment

Your proposal must be submitted in the form of a **formal presentation** (see grading rubric)

It must be presented in an **organized** fashion, clearly cover all required areas, and you should be prepared to answer questions from the judges.

Clarity, thoroughness, relationship of components, and appearance/professionalism will be grading criteria.

The Approval Process

Be prepared to submit a hard copy to the Senior Project Coordinator. You will present your proposal to the committee, who will grade your proposal, and give you feedback, including approval if they believe you have clearly have a quality project planned. The Senior Project Coordinator will be the last signature on the proposal section of your Senior Project Checklist. Once his/her signature is on the proposal section, you can consider your project proposal accepted and begin working on the research. Keep a copy of the proposal close as you begin and then continue to work on the project as it will provide a way for you to stay focused and keep your goals in mind.

Senior Project Proposal Grading Rubric

Student Name:_____

Speaking/Presentation

20	15	10	5	0	___/20
Clear voice/easily understandable, smooth topic transitions, balanced volume of voice, appropriate projection for room/audience, directed to audience, clear professional introduction	Clear voice with only 1-2 phrases difficult to understand, topic transitions not smooth but not distracting, mostly appropriate voice volume, majority of projection fits room/audience, phasing related to audience, introduction lacks full development	Speech has 3 – 5 inaudible/unclear phrases, topic transitions lack flow, voice volume often inappropriate, projection often does not match room size, vocabulary sometimes not appropriate for audience, introduction lacks name or detail	Majority of speech is inaudible/unclear, topic transitions are rough with no clear flow, volume and projection are distracting, vocabulary is not appropriate for audience, no introduction	Not covered	

Project

40	30	20	10	0	___/40
Topic and hands-on piece are well thought-out and explained in very specific detail, size is appropriate for learning and time allotted, relates to future career or personal interest	Topic and hands-on piece are detailed but could use further development or expansion, scales is either too large or too small for learning and time allotted, has some relation to future career or personal interest	Topic and hands-on piece lack development or explanation in detail an needs further development, time required does not fit project timeline, little to no relation to future career or personal interest	Topic and hands-on piece lack direction or is inappropriate, Non-realistic size and scale of project for time allotted, not related to personal interests at all, student lacks passion for project	Not covered	

Research Topic

40	30	20	10	0	___/40
Thesis statement given and firmly relates to hands-on project, definitely will expand students knowledge and learning	Developing thesis statement given and predominately relates to hands-on project, should expand student knowledge and learning	Clear idea that could develop into thesis, but needs further development, relation to hands-on is murky, learning expansion not clear	Abstract idea for paper that lacks development and clarity, relationship to project is unclear	Not covered	

Relationship of all parts

20	15	10	5	0	___/20
Clearly explained	Explained but some development needed	Only marginally addressed and needs a lot of development	Not specifically addressed	Not covered at all	

Senior Project Proposal Grading Rubric

Student Name:_____

Learning Stretch

20	15	10	5	0	___/20
Explains in detail how project will expand knowledge and how they learn	Explains how project will expand knowledge and how they learn, but could use more detail	Only brief explanation of how knowledge will expand and how they will learn	Indirectly explains how knowledge will expand and how they will learn	Not covered at all	

Professional Dress

20	15	10	5	0	___/20
Very professional dress, slacks, skirt, jacket, tie, well groomed	More professional than every day, but lacking the professional touches	Every day school attire, not special for formal audience	Distracting or not well groomed	Inappropriate attire, hat,	

Community Service

20	15	10	5	0	___/20
Explained in great detail	Covered but lack detail or focus	Only briefly covered, lacks specificity	Single, simple sentence on topic	Not covered	

Question Responses

20	15	10	5	0	___/20
Well developed with clear and fully thought-out answers	Answered questions but could you more development and clarity	Basic answers to questions that need additional development or some unclear	Simple, one word answers, or unclear and unrelated	No answers given	

Committee Approval of Senior Project [ ] Yes   [ ] No

Project Proposal is: ABOVE PROFICIENT   PROFICIENT   BELOW PROFICIENT

Committee Suggestions: _____

_____

THE MENTOR

Statement of Assignment

You must find a **mentor** (21 or older) with expertise in your area of interest. *Your mentor should not be someone here at Highland High School or your parents; branch out!* In addition, if your mentor cannot commit the time to teach you, you may choose to find another expert to actually give you direct instruction on what you want to learn.

You must complete and submit the mentor form as soon as you have identified a mentor. At the first meeting with your mentor, have him/her help you define and articulate your project goals. **Do not begin working with your mentor until approval by the Senior Project Coordinator has been obtained.** Once the mentor is approved, you may begin meeting with him/her as needed. Your mentor will need to sign off on the project goals you have listed. We strongly advise that your parents help you arrange meetings and work time with your mentor. Your parents should support and encourage you with your project and should be in regular contact with your mentor, but ultimately, the success of your project is dependent on you.

Rationale for the Assignment

Having a mentor that is highly qualified in the field will allow you a better resource as you are learning and gaining knowledge about your topic.

Your mentor should be someone that can help guide you to the places to find the answers, rather than simply giving them to you.

Mentor's Role

Be a resource for you; however, you are expected to do your own work with mentor assistance only when needed.

Provide guidance on the shape or form of the project. The Senior Project Coordinator will help determine whether or not a project is too broad or too narrow, but the mentor will help determine the form the project takes and what you need to learn in order to accomplish the goals of the project.

Mentors should help students get started and then guide them through the process of deciding what steps to take and in what order. The mentor should not make the decisions.

Provide emotional support when you experience roadblocks and setbacks. The Senior Project teacher will provide guidance when obstacles arise, but the mentor can support you by helping you brainstorm alternative plans.

Be able to attest to what they have seen. Mentors will be asked to complete an evaluation of the student's work. They should be prepared to submit a final evaluation on the completed project to the Senior Project teacher who will use the information from the mentor and possibly other experts in the field to make a final assessment of the project phase.

Mentors should be available for scheduled meetings throughout the semester and complete evaluations in a timely manner.

MENTOR SIGNATURE FORM

Mentor

I understand that my position is primarily one of advising and giving technical assistance when needed and appropriate. I understand that it is not my responsibility to complete the project or to continually monitor _____ to see that the project is completed.

When requested, I will send a written evaluation of _____'s work.

Based on my experience and expertise, I approve of the Project Proposal. I am willing to serve as _____'s mentor and understand that I will be expected to complete a final evaluation.

Mentor Signature _____ Date: _____

Mentor Name (please print): _____

Mentor Contact Information:

Mailing Address: _____

        City:_____ State: _____ Zip:_____

Phone: _____

Email: _____

Mentor Final Evaluation

Student:
This form is a required part of the documentations for the Senior Project. It is your responsibility to make sure the evaluation has been completely filled out by your mentor and submitted to your teacher by

_____.

Fill in the information below and then pass this document to your Mentor to complete the bottom section.

Student Name: _____

My Project Goals

1.

2.

3.

Mentor:
Thank you for your willingness to guide this student through their Senior Project. Please take a minute to assess the student's achievement through this process in the following areas:

1. Do you believe the student met the objective listed above? YES NO

EXPLAIN:

2. Did the student meet the required hours (15+)? YES NO

3. What evidence of new learning was provided by the student?

4. Comment on the student's motivation, work ethic, attitude, commitment, etc.

5. Please leave any additional comments here.

_____ _____
MENTOR SIGNATURE   DATE

Please return this form to Highland High School.

THE RESEARCH ESSAY

Statement of Assignment

Besides doing your hands on project, you will be completing research to help you answer the Guiding Research Question you laid out in your Proposal. The answer to your questions should become your thesis statement. Since the research essay will be completed before you being your project, this should be outside information on your topic, NOT a reflection on your project or the work you are completing.

Plagiarized essays, in any form, will not be accepted and will be grounds for a zero on the entire Senior Project. A good policy, "when in doubt, cite!"

Rationale for the Assignment

Researching your topic from other experts in the field will give you another perspective to your topic.

Your ability to collect information from credible sources to help you answer your guiding question will make your senior project more meaningful to you.

The research essay is a frequently encountered form of writing with which you should be familiar.

Description of the Assignment

Essay must fully and completely answer a thesis statement laid out in the introduction paragraph
MLA format with parenthetical citations and a Works Cited page
Typed, Times New Roman, 12 point font

**Criteria for this assignment may change at the will of your English teacher, if changes happen you will be notified promptly. Please treat the assignment from the English teacher as the guidelines for this portion of the senior project. The English teacher will grade this portion as part of your normal class curriculum.

MLA Citation Reference

PRINT SOURCES

Basic Book (one author)

Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of

Publication.

Book with no author

Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Book with an editor

Lastname, Firstname. *Title of Book*. Ed. Editor's First and Last Name. Place of Publication: Publisher,

Year of Publication. Medium of Publication.

Essay or Portion from a Collection (Book)

Lastname, Firstname. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication:

Publisher, Year. Page range of entry. Medium of Publication.

Article in Well-Known Reference Book

"Title of Entry." Title of Reference Book. Edition. Year. Medium.

Multi-volume works

Lastname, Firstname. "Title of Secion." *Title of Collection/Book.* Translator or Editor's Name. Vol. #.

Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

Article in Magazine or Newspaper (print) – note that pagination is different.

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

ONLINE SOURCES

Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Entire Website

Editor, author, or compiler name (if available). *Name of Site.* Version number. Name of

institution/organization affiliated with the site (sponsor or publisher), date of resource creation

(if available). Medium of publication. Date of access.Part of a Website – one webpage

Editor, author, or compiler name (if available). "Title of Webpage/Section." Name of Site.

Version number. Name of institution/organization affiliated with the site (sponsor or

publisher), date of resource creation (if available). Medium of publication. Date of

access.

Online Magazine/Newspaper

Editor, author, or compiler name (if available). "Article Name." Name of Site. Version number.

Name of institution/organization affiliated with the site (sponsor or publisher), date of

resource creation (if available). Medium of publication. Date of access.

For more help with citing sources, please see your advisory teacher, the Literacy Ebook on
Moodle, or visit the writing lab at Purdue at: http://owl.english.purdue.edu/owl/resource/747/1/

NAME: _____

RESEARCH ESSAY RUBRIC (Actual Rubric used by English teacher may vary)

The Research Essay is :	ABOVE PROFICIENT	PROFICIENT	BELOW PROFICIENT
THESIS	Reader understands the question being answered and the author's position on the topic Extremely clear, challenging and interesting	Reader understands the question being answered Clear and interesting	Writer's purpose is unclear or thesis statement is missing Confusing, reader is not sure what the author is trying to say about the topic
INTRODUCTION	Actively engages the reader in an extremely interesting way—not corny Clearly Introduces the topic with plenty of detail and background information of topic Includes the thesis statement	Clearly introduces the topic with detail and begins to describe background information of topic Includes the thesis statement	Topic of paper is not clear and background information of topic is not provided Thesis statement is missing
BODY PARAGRAPHS	Includes a clear and focused topic sentence that helps to answer the thesis statement Structure of paragraph is extremely organized and coherent Paragraphs are in a logical order	Includes a topic sentence that helps to answer the thesis statement Structure of paragraph is organized and coherent Paragraphs are basically in a logical order	Topic sentence is weak, missing, or lacking focus on thesis statement Structure of paragraph is unclear Paragraphs are not in a logical order or make following the information difficult
CONCRETE DETAILS (QUOTES/PARAPHRASES)	6-8+ concrete details Perfectly relevant to supporting the thesis statement Introduce and discussed smoothly Adds to the meaning of the essay Documented correctly in MLA format	6-8 concrete details Basically support the thesis statement Attempts to introduce and discuss The connection to meaning of essay can be seen Documented correctly in MLA format	Less than 6 concrete details Do not support or is unclear how they support the thesis statement Does not introduce and discuss Connection to the meaning of the essay is unclear or missing Not documented correctly in MLA format
DISCUSSION	Author's ideas are clearly expressed, interesting, and relevant to thesis and topic sentences	Author's ideas are expressed but may be too brief or not clearly connected to thesis and/or topic sentences	Author's ideas are absent or poorly expressed
CONCLUSION	Rephrases the information presented Does not present brand new ideas Refers back to the main thesis and the body paragraphs Reconnects to the hook of the introduction paragraph	Repeats the information presented Does not present brand new ideas Repeats the main thesis and topics of the body paragraphs Attempts to make a connection to the hook of the introduction	Does not wrap up the information presented May bring up new information or material Does not address the thesis or the topics of the body paragraphs Fails to make a connection to the hook of the introduction
WORKS CITED PAGE	All sources cited in paper are included Citations match from paper to Works Cited page Proper MLA formatting	Nearly all sources cited in paper are included Citations match from paper to Works Cited page Proper MLA formatting	Missing Works Cited page OR Many sources cited in paper are missing Citations don't match from paper to Work Cited Page Incorrect or incomplete MLA formatting
WRITING CONVENTIONS	Complex sentences Word choice and vocabulary appropriate and challenges audience No grammatical and spelling errors 12 pt., Times New Roman font	Complete sentences Word choice and vocabulary appropriate for audience Minimal grammatical and spelling errors—not distracting 12 pt., Times New Roman font	Incomplete sentences used Word choice and vocabulary too simplistic Grammatical and spelling errors are distracting Proper size and font not used

PROJECT LOG BOOK

The Project Log Book is essential in documenting the time and effort you put into the project as well as a narration for you to reflect on after the project is complete. You need to be adding to your Log Book **every time you work on your project.** If you wait until the Log Book is due, you will have a hard time remembering enough of the details to score a proficient. You should also document any and all of your community service hours, you project hours can be the same as your community service hours, if the committee approves. Your hours should include at least 15 hours of project time and 15 hours of community service.

Using the template provided, your Log Book will consist of four major parts:

- **Initials:** Your advisor may require you to obtain initials to ensure you are completing your log in a timely manner. Your advisor, mentor, parent, or no one at all might initial your log, but that is up to the discretion of your advisor.

- **Date:** Log every day you spend working on your project, the AET logbook allows you to select date and designate the number of hours, use decimals to account for partial hours.

- **Hours:** List the total number of hours spend on your project for the date

- **Description:** This will be a brief description of what you did to then expand upon in the journal section. This section can be in a list format, but should be more than a one word tag. It should detail the tasks you accomplished for this entry. The more specific you are the better.

- **Journal:** This section should be in a short paragraph format--complete sentences, proper grammar usage, etc. (Reflect on the details you accomplished for this entry, including, but not limited to:
  - ~What decisions did you make today?
  - ~Why did you make them?
  - ~Where they the best options?
  - ~What resources did you use to help you complete today's tasks (mentor, research, etc.)?
  - ~What obstacles did you come across today and how did you resolve them?
  - ~What did you learn today?

The more detail and description you have on your log book, the more effective it will be in the reflective aspect of your project. The judging committee will be able to fully understand the depth and breadth of your project if you complete this is adequate detail and professional language usage.

The AET website will be used as the log-book, the senior project coordinator will distribute log on information for this website, and give a demonstration of how to access the necessary components. Included below is a template and screen shots. The default log on for the system is the first initial capitalized then last name, with capitalized first name as the password. The chapter identification number is ID0105.

Sample entry included.

Senior Project Log Book

*You should be entering in your journal EVERY time to work on it, NOT at the end.*

| Initials	Date	Hours	Log	Journal
	Log every day you spend working on project.	Total hours spent on project for this date	This section can be in a *detailed* list format (See the example below for an above proficient entry.) Detail the tasks you accomplished for this entry	This section should be in a short paragraph format--complete sentences, proper grammar usage, etc. (See the example below for an above proficient entry.) Reflect on the details you accomplished for this entry, including, but not limited to: ~What decisions did you make today? Why did you make them? Where they the best options? ~What resources did you use to help you complete today's tasks (mentor, research, etc.) ~What obstacles did you come across today and how did you resolve them? ~What did you learn today?
EXAMPLE	3/22/12	11 hours	Listened to presentation on how to begin a career in this field. Watched three shows as Sea World Show One-people and acrobatic comedy Show Two-Sea Lions doing comedy acts Show Three-Dolphins and whales	Today was a slow day because we didn't get to see the interesting aspects of marine biology. I did get to listen to a presentation on how to get into this field. I took some notes and found some of this information helpful as I prepare to pursue this as career. We spent the day watching three different shows. The first show was really no interest to me because I want to know about animal care. The second show was cool to see how the sea lions interacted with the trainers and all of the things those huge animals were able to do on command. The third show reminded me why I am interested in pursuing this career. The animals were so awesome during the show. It would be so cool to major in this area and to work with these animals on a daily basis.

THE AET LOG BOOK HOW TO

This section includes images for the AET website and how to complete the log book; the seniors started this in late April with Ms. Nebeker. Everyone has a log-on and should have their senior project presentation time logged.

The web address is www.theaet.com this is accessible from any computer and most mobile devices. This record keeping system was chosen because students are able to keep accurate timely records throughout the summer, if a student does not have access to the internet, they can visit the public library.

This is what the first page of the website looks like.
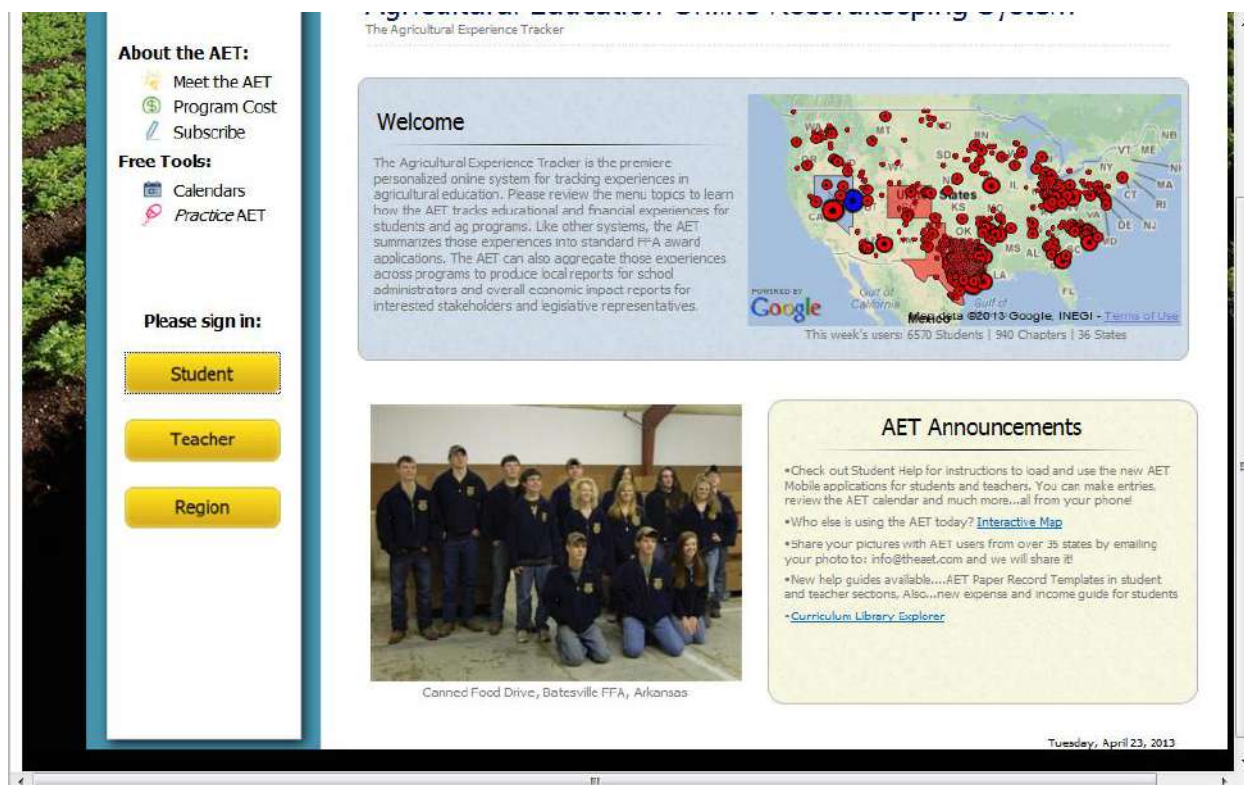
Students will click on the Student sign in button on the left side bar (circled below).
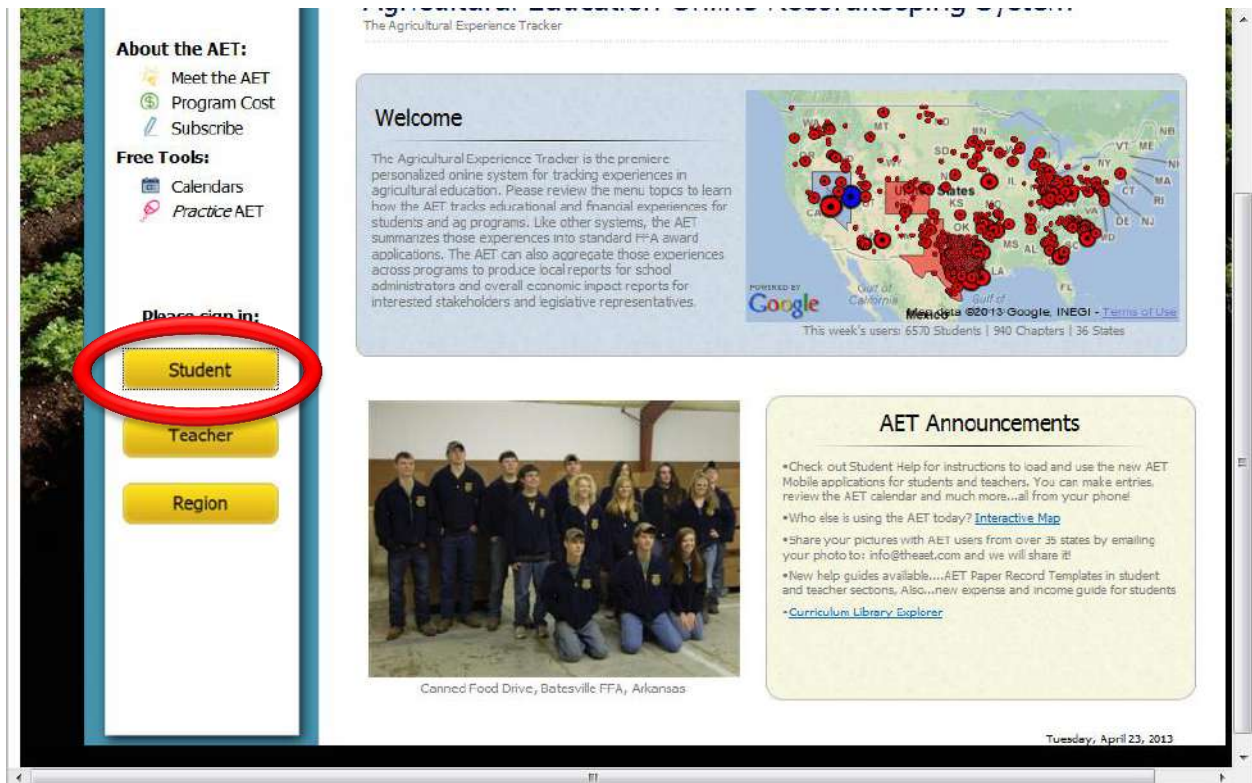
The log in screen, everyone will use the chapter number **ID0105**. The username and password for each student is different, although the username follows the same pattern as the example given for Ms. Nebeker. (If you have trouble logging in contact Ms. Nebeker ASAP, via email or phone, she'll make sure to be available as much as possible this summer.)
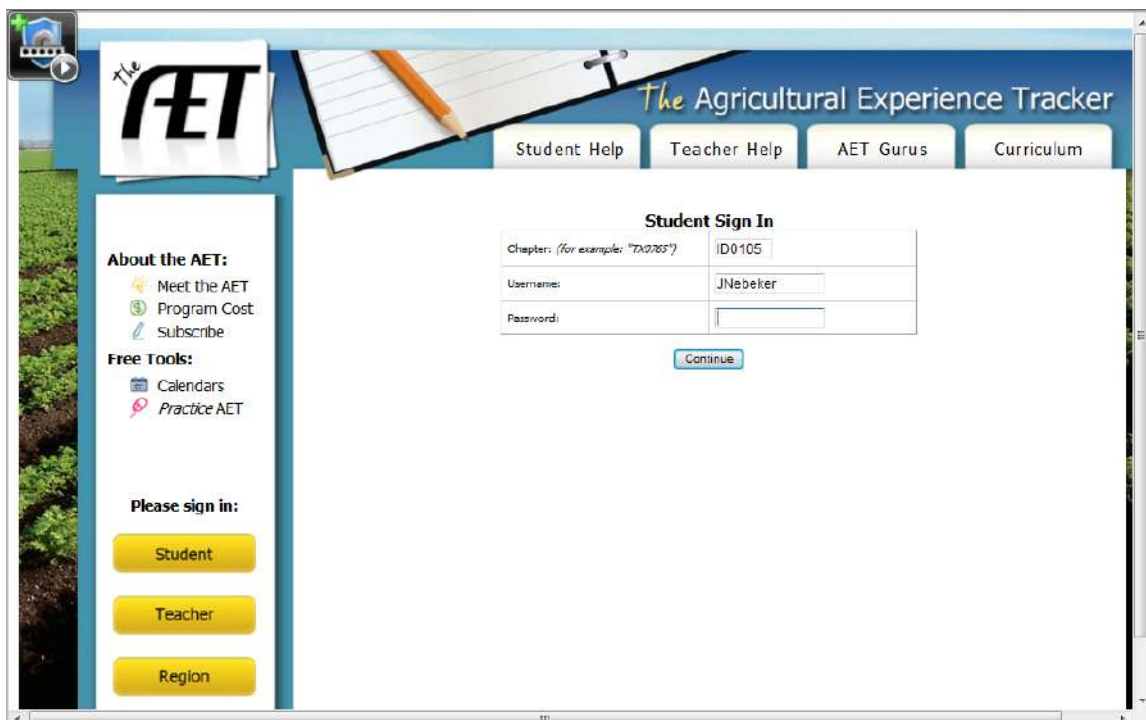
This is the student's start page once they've logged in. From here they will navigate to their journal or financial records if it is applicable to their project. Click on the tab or colored icon to access either area. The reports section will be used at a later date to print the final logbook.
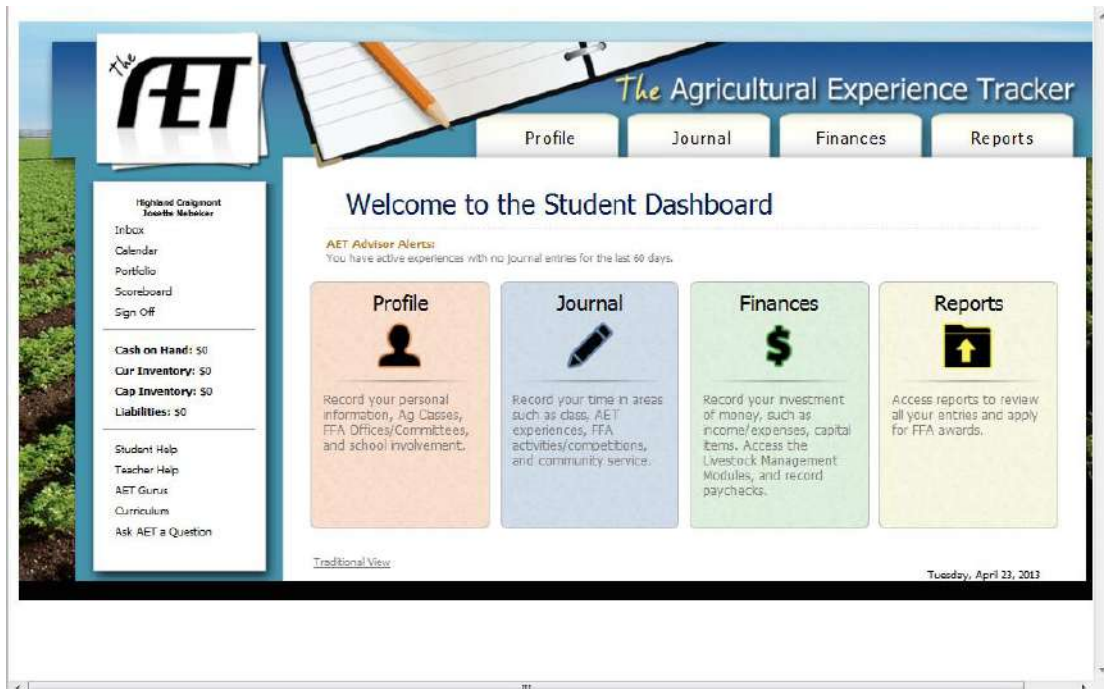
If you click on the journal section you'll reach this screen and you'll need to select time in your AET experience or in community service. If you hours fall into both categories only log them once, we'll designate them as both when you prepare to print your final logbook.

This is what the journaling screen looks like; below you'll see a completed example.

This is what the entries should look like, the information is basically the same as in the table above, but the format is changed.

LOG BOOK RUBRIC

	Above Proficient	Proficient	Below Proficient
DESCRIPTION	Clearly details the tasks accomplished—planning, designing, constructing, interviewing, researching, volunteering, etc. for each date in which work was completed Log is organized and up to date Exceeds time requirement met 15+ hours	Lists the tasks accomplished—planning, designing, constructing, interviewing, researching, volunteering, etc. for each date in which work was completed Log is organized and up to date Time requirement met 15+ hours	Tasks are unclear, missing, incomplete Log is unorganized or difficult to find information Time requirement has not been met.
JOURNAL	A detailed reflection for each time work was completed on the project Account for the facts of your project, explains projects, should include, but not limited to, some of the following aspects: Reflection upon the decision made Acknowledge mentor and other resources use Discuss obstacles found and solutions used Describes skills learned	A brief reflection for each time work was completed on the project Account for the facts of your project, explains projects, should include, but not limited to, some of the following aspects: Reflection upon the decision made Acknowledge mentor and other resources use Discuss obstacles found and solutions used Describes skills learned	Sporadic entries for dates listed in the log Missing, incomplete, or weak evidence of any work completed
LOG BOOK PROFESSIONALISM	Logically organized Complex sentences No grammatical and spelling errors	Organized Complete sentences Minimal grammatical and spelling errors—not distracting	Incomplete sentences used Grammatical and spelling errors are distracting Proper size and font not used Does not use AET journal
This log books is:	**ABOVE PROFICIENT**	**PROFICIENT**	**BELOW PROFICIENT**

SENIOR PROJECT PRESENTATIONS Class of 2014

The Senior Project culminates with two formal presentations; this is your opportunity to share all that you have learned.

You will do a 15-20 minute presentation for your classmates and the Senior Project Coordinator. The Senior Project Coordinator and peers will grade you using the rubric the community members will be using. This should be considered as a dress rehearsal for your community presentation. Use the comments and feedback from your audience to better prepare for the community presentation.

Additionally, you will make a presentation to a panel of school board members, parents, and/or school faculty and staff members. The two presentations will have the same time limits, may share the same material, and will likely be quite similar. In fact, the presentation given to your classmates and the Senior Project Coordinator should be seen as a dress rehearsal or practice run for your final presentation.

Your presentation should focus on:
1. what you **did.**
2. **why** you did it.
3. what you **learned**.
4. Any problems you faced, and how you solved them.

Your **research**, your **journal,** any pictures or artifacts you have -- they all come together in your presentation.

PREPARING A PRESENTATION

You will have a 30 minute time slot which includes set up, delivery, and take down of your presentation and visual aids. The presentation should be about 15-20 minutes. A shorter presentation will not provide your audience enough information to determine the success and value of the project. One that is too long may be cut off before it is finished. Edit thoughtfully and time yourself as you practice. Have equipment and materials at the ready and friends to help you set it up so you won't lose speaking time.

When you have finished speaking, be ready for questions from the audience about your project or your research.

Although you are not required to use any *particular* visual aids, they can be very helpful for explaining the progression of a project or demonstrating a complex idea and will enhance the quality of your presentation. Visual aids – and how effectively they are used – can communicate to your audience the thought, planning, and effort that have gone into preparing your presentation. These must demonstrate your learning process. Some suggestions for visual aids include but are not limited to
1. Tri-fold presentation panel
2. Demonstration of a skill with props
3. Slides

4. Objects, artifacts, models (note well: weapons or other objects forbidden by school policy may not be brought to presentations, but must be represented pictorially or by other means)
5. Videotape
6. Flipcharts
7. Project photo albums
8. Printed handouts
9. Overhead projection transparencies
10. Power Point or other computer software designed to help you create presentations.

You may use notes, but you should not rely on them to the extent that you read from them and lose contact with your audience. Successful presentations (or speeches of any kind) are those that have been thoroughly practiced in advance. **Practice** with your visual aids so that slides will be in the correct order and tapes will be correctly cued. Your presentation should be polished. Your teacher may require, as a graded assignment, a written script of your speech.

Your presentation is first and foremost an informative speech. All the tips and techniques you learned in speech class should help you here. Classroom presentations will be graded. Content, organization, delivery, and overall effect will be the criteria for grading. This is the time to gain feedback and make any corrections before your formal presentation.

SCHEDULING IN-CLASS PRESENTATIONS

Presentations will be scheduled day-by-day so that they will be complete before public presentations begin. Advance scheduling allows you to know exactly what day you must be ready and bring your things to school. Once the schedule is drawn, it is very difficult to re-schedule you without bumping someone else from their time. It is unlikely that someone else would be ready at such short notice, so your scheduled time will go to waste that day. **Therefore, if you must be absent on your scheduled day, or if you know you will be unprepared, it is your responsibility to trade your time with someone else.** If you do not do this (it is unlikely you can be worked back into the schedule), make-up will be after school only -- **not** on class time -- and with a late penalty.

Schedule equipment you will need in advance.

SCHEDULING PUBLIC PRESENTATIONS

A master schedule of all presentations is drawn up well in advance to give you ample lead-time should it be necessary to adjust your schedule.

All presenters are asked to return a questionnaire requesting prioritized choices for a time slot. These are sorted into a final schedule.

Specific room assignments will take into consideration what presentation media you have requested. But, as with the in-class presentations, if it isn't listed, the Presentation Managers can't provide it, and you will have to make your own.

Here too, **once the schedule is made, it is firm**. Because you will know when you present, you will be able to invite friends, family, and mentors.

Final presentations will be judged by the panelists. They will evaluate you on **how clearly and completely your presentation conveys your project. Appearance and over-all effect** are also important.

A one-time **make-up/re-do** session will be scheduled if it is necessary.

SOME FINAL ADVICE

Pay attention to your **appearance**, especially for the public presentations. Dress as you would for a job interview. You cannot go wrong with a dress shirt and tie, or with a dress or dressy pants suit. Exceptions, a uniform, for example, or a wet suit or welding leathers, should be a necessary part of the demonstration itself. Teachers and panelists alike pay attention to this, and it can affect your grade.

PRESENTATION RUBRIC

	Above Proficient	Proficient	Below Proficient	Comments
Challenge	Exceeds project expectations in terms of ambition and time Clear evidence of new learning. Project shows complete commitment Project was of significance to student, school or community	Meets project expectations in terms of ambition and time Evidence of new learning Project shows commitment Project was of some significance to student, school or community	Does not meet project expectations in terms of ambition and time Little or no evidence of new learning Little commitment of student Project significance was unclear	
Contents	Expert knowledge of content demonstrated through generalizations, details, examples and evidence Delivered in a professional manner appropriate for audience Student was able to answer questions with detail Student was able to credit sources of information accurately and appropriately	Basic knowledge of content demonstrated Sufficient information provided to reflect knowledge Delivered in a professional manner appropriate for audience Student was able to generally answer questions Student was able to credit sources of information	Evidence of content knowledge is unclear, weak or missing Presentation is not delivered in a professional manner appropriate for audience Student was not able to answer questions Student did not credit sources of information or done inaccurately	
Preparation	Presentation is clearly planned, practiced and polished Presentation fits time limits Visual aids are set up, cued and ready to use	Presentation shows planning and practice Presentation fits time limits Visual aids are set up, cued and ready to use with little difficulty	Student is unprepared or presentation has an impromptu quality Presentation did not meet time requirements Visual aids are unorganized, ineffective, distracting to presentation, or missing	
Delivery	Clear, fluent articulation and volume appropriate for room Comfortable with direct and consistent eye contact with audience Confidence shown through posture, gestures, movement and expression Appropriate dress and appearance	Adequate volume and articulation Generally maintained eye contact with audience Affirmative facial expressions and posture Appropriate dress and appearance	Speaking voice was difficult to understand Intermittent, minimal, or no eye contact Posture and facial expressions were careless and distracting Appearance too casual and inappropriate for audience	
Organization	Introduction and conclusion are captivating Sequence of presentation is logical and effective Use strong, natural transitions	Definite introduction and conclusion Attention to organization is apparent with logical sequencing Use intentional transitions to aid flow of presentation	Introduction and conclusion are weak or missing Logical sequencing is not apparent Transitions are lacking or ineffective	
Overall effectiveness	**Panel found presentation very informative and interesting**	**Panel learned something about your topic**	**Panel did not find presentation informative**	

Presentation was: Above Proficient   Proficient   Below Proficient

REFLECTIVE ESSAY

Statement of Assignment

The last component to your Senior Research Project is a Reflection Essay. Reflecting on the process and the outcomes of the process are a good way to see the value and the progress that you have made this year. This essay should comment on your thoughts and your opinions on how your project progressed and what you gained from the project.

Using the research, your Log Book, and any other resources collected during your Project, explain what you have learned/gained from this project. Topics you could include, but are not limited to:

- What went well
- What didn't go as planned and how you over came
- What you learned from your mentor
- How the knowledge you gained will affect your life
- How you will use the knowledge in the future

Rational of Assignment

Your ability to look back at your process and to critique its effectiveness will allow you to gain perspective on your project.

Reflection allows you to see the good and see what to improve upon for the next learning process you undertake.

Reflection is a process employers and educators will require.

Description of the Assignment

2-3 pages of MLA format
Double spaced
Times New Roman, Arial, 12 point font
6-8 Concrete details (examples from your research, log book, or presentation)
Addresses multiple aspects of your project
Uses concrete evidences from your project to explain

REFLECTIVE ESSAY RUBRIC

	ABOVE PROFICENT	PROFICIENT	BELOW PROFICIENT
THESIS	Describes what you learned/gained from the project Extremely clear, challenging and interesting Engages and keeps the rapt attention of the reader	States what you learn/gained from the project Clear and interesting Engages the reader	Does not state what you learn/gained or the explanation is too simplistic Confusing, reader is not sure what the author is trying to say about the topic Does not engage the reader
INTRODUCTION	Actively engages the reader in an extremely interesting way—not corny Clearly Introduces the topic with plenty of detail and background information of topic Includes the thesis statement	Clearly introduces the topic with detail and begins to describe background information of topic Includes the thesis statement	Topic of paper is not clear and background information of topic is not provided Thesis statement is missing
BODY PARAGRAPHS	Includes a clear and focused topic sentence that helps to explain the thesis statement Structure of paragraph is extremely organized and coherent Paragraphs are in a logical order	Includes a topic sentence that helps to explain the thesis statement Structure of paragraph is organized and coherent Paragraphs are basically in a logical order	Topic sentence is weak, missing, or lacking focus on thesis statement Structure of paragraph is unclear Paragraphs are not in a logical order or make following the information difficult
CONCRETE DETAILS (QUOTES/PARAPHRASES/ EXAMPLES FROM PROJECT)	6-8+ concrete details Perfectly relevant to supporting the thesis statement Introduce and discussed smoothly Add to the meaning of the essay	6-8 concrete details Basically support the thesis statement Attempts to introduce and discuss The connection to meaning of essay can be seen	Less than 6 concrete details Do not support or is unclear how they support the thesis statement Connection to the meaning of the essay is unclear or missing
DISCUSSION	Author's ideas are clearly expressed, interesting, and relevant to thesis	Author's ideas are expressed but may be too brief or not clearly connected to thesis	Author's ideas are absent or poorly expressed Reader is confused or bored
CONCLUSION	Rephrases the information presented Does not present brand new ideas Refers back to the main thesis and the body paragraphs Reconnects to the hook of the introduction paragraph	Repeats the information presented Does not present brand new ideas Repeats the main thesis and topics of the body paragraphs Attempts to make a connection to the hook of the introduction	Does not wrap up the information presented May bring up new information or material Fails to make a connection to the hook of the introduction Makes no reference back to introduction
PROFESSIONALISM	Complex sentences Word choice and vocabulary appropriate and challenges audience No grammatical and spelling errors Accurate MLA formatting Legible font and size used	Complete sentences Word choice and vocabulary appropriate for audience Minimal grammatical and spelling errors—not distracting MLA formatting Legible font and size used	Incomplete sentences Word choice and vocabulary too simplistic Grammatical and spelling errors are distracting Poor essay format Proper size and font not used

REFLECTIVE ESSAY WAS: ABOVE PROFEICENT PROFEICENT BELOW PROFEICENT

Letter to Parent(s)/Guardian(s)

To Parents or Guardian:

Re: Senior Project

As a parent/guardian of a student at Highland High School, I am aware that my son/daughter must pass all four phases of the endeavor: **Proposal, Research Paper, Community Service, Project, and Panel Presentation, Log Book/Portfolio/Binder, Reflective Essay** _in order to graduate_.

I/We fully understand that the Senior Project selection decision is made independently of the staff and administration of the high school but is subject to school approval. It is assumed that costs of related activities will be minimal; however, the decision concerning expenditures is up to the student and his/her parents/guardian. I/We, therefore, assume all responsibility for cost, which might be inherent in the project. It is assumed that the project will be of an educational nature and will not involve unusual risk. If the Senior Project Committee feels that there is unwarranted risk, parents will be notified before approval is given and may be asked to assume liability.

I/We understand that if our child does not complete any portion of The Senior Project (Proposal, Research Paper, Community Service, Project, and Panel Presentation, Log Book/Portfolio/Binder, Reflective Essay) he/she will not graduate. If the student cannot make these deadlines due to extenuating circumstances, he/she must make an appeal in writing to the Senior Project Committee **prior to due dates**. The Committee may request that the student file an appeal with the principal.

Finally, I/We, and our senior student understand that falsifying or plagiarizing any aspect of the Research Paper or Project will result in failure of the Senior Research Project.

_____   _____
Parent/Guardian Signature   Date

_____
Parent's email address (optional)

_____   _____
Student Signature   Date