Jerome High School
Senior Project
Handbook
2008-2009

Informational Booklet for Students, Teachers, and Parents
Forms, Handouts, and Explanations
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The Three Main Components of the Senior Project—An Overview

The Paper

A research paper that proves a specific thesis—MLA documentation style, 6-10 pages in length, 6-10 sources for your research. Works Cited and Works Consulted Pages need to be included. This will be completed within Senior English.

The Project

Could be any of the following examples:

- **A physical product:** painting, scientific model, fashion outfit, computer program, rebuilt engine, cabinet
- **A written product:** short story, book of poetry, novelette, newspaper articles,
- **A performance:** dance or singing recital, theatrical production, video creation, produce a fashion show,
- **A teaching or leadership experience:** teach junior high health classes about teen alcoholism, coach a little league team
- **A physical experience:** learn to scuba dive, run a marathon, start a fitness program,
- **A career-related project:** investigate a career by working in the field with someone whose currently employed in the area and produce a document related to that field (brochure, guide, pamphlet)
- **A technology project:** develop a home page on the World Wide Web, create a video game, build a robot, draw blue prints

The Portfolio/Presentation

- A portfolio will be compiled that includes all paperwork completed along the way:
- A community open house will be held—you will display your project/presentation/portfolio and answer any questions
- A formal 8-15 minute presentation will be given to a board of judges—Senior Project Boards.
Jerome High School Senior Project 2008-2009
Due Dates

Proposal
Spring Submission: April 2009
Submission for late proposals: September 17, 2008

Poster of Commitment: October 29, 2008

Project Journal Checks and Project Evaluation forms
Journal Check 1: October 15, 2008
Journal Check 2: November 19, 2008
Journal Check 3: December 17, 2008
Project Mid Evaluation: January 21, 2009
Journal Check 4: February 11, 2009
Journal Check 5: March 4, 2009
Final Project Evaluation: April 1, 2009

The Physical Project should be completed by March 25, 2009

Portfolio April 29, 2009
Open House May 5, 2009
Senior Project Boards May 11, 2009
Poster of Commitment to Project

Once your project has been approved, you must design a poster that represents commitment to your project. The posters will be displayed (with your senior picture) until you complete your project—after Senior Project Boards.

Information needed (and other requirements) on Poster:

- 8½ X 11
- The topics you will be researching for your paper
- Your project
- A graphic that represents one or the other.
- Your Picture
- Your name
- Senior Project Commitment
- Must be printed in color

You will turn TWO copies into your TAG teacher.

Sample to follow.
Senior Project Commitment
Bonnie Pickett

Project:
Making a set of dishes on the pottery wheel.

Topics to be researched:
The pottery techniques of María Martínez and their relation to Pueblo Indians.
Mentor Manners for Project work

Once you have chosen an appropriate mentor please remember this is a community member who is a specialist in your projects field of interest, and they need to be treated with courtesy and respect. Below are listed and few Do’s and Don’ts to keep in mind while working with your mentor.

**DO**

- Be polite and respectful of your mentor’s time.
- Have your mentor sign and fill out papers well before deadlines.
- Ask your mentor for suggestions throughout the entire project.
- Thank your mentor at the end of your project. A handwritten thank you note would be most appropriate.

**DON’T**

- Don’t be demanding—they are doing you a favor.
- Don’t show up the day of a deadline and expect immediate results.
- Don’t expect your mentor to do the work for you. They are your guide into the unknown, not your slave.
- Don’t downsize the work effort of your project and then expect your mentor to go along with it.
- Don’t forget to thank your mentor when you are completely done.
Jerome High School
Senior Project Mid-Term Mentor Report
Project Phase Only
(To be shown to TAG teacher by January 21, 2009)

Student Name___________________________________  Phone Number__________
Mentor__________________________________________  Phone Number__________

Thank you very much for the time and effort you are contributing to our student and his/her Senior Project. We very much appreciate your time and energy.

Have you seen the student’s Project Log ____________________________________________
Yes_____  No_____  
Please respond to the following:

The student has conferred with me about his/her project _____________________________________
Yes_____  No_____  
How many times have you met with your student thus far? ________________________________

In what ways have you worked with the student?

The student is making satisfactory progress at this point and should be able to successfully complete the Project phase by March 25, 2009. (The Final Project Verification form is due March 26, 2009).

Yes _____  No _____  
Comment:

Please give a brief explanation of any concerns or questions you may have about the student’s progress toward completion of his/her project.

Mentor Signature______________________________________________________________ Date___________________
Jerome High School  
Senior Project Final Mentor Verification  
Project Phase Only  
(To be completed by March 26, 2009)

Student Name_____________________________________ Phone Number__________

Project Description__________________________________________________________

As a mentor, we are asking you to verify this student’s efforts on his/her Senior Project. Since most of the time spent on the project phase has been out-of-school, verification of the student’s effort is necessary. Please answer the following questions to help us evaluate your student’s project. Keep in mind that the student’s Research Paper has already been evaluated. This form refers only to the physical project.

1. Have you seen this student’s Project Journal? Yes _____ No _____

2. Can you verify that he/she has completed the Project? If you cannot, please DO NOT sign this form until you are assured the Project is completed. Yes _____ No _____

3. How many hours do you feel this student has spent (there isn’t a minimum)? _______________

4. Have you seen this Project at different stages of completion, not just the final phase? Yes _____ No _____

5. Your student should have been keeping contact with you both with respect to the Paper and Project. Comment on how they did in this aspect.

6. Please evaluate how this student has seemingly extended his/her learning beyond previous experience and knowledge by way of doing this project.

(over please)
7. What problems did the student encounter and overcome in doing the project?

8. What successes have you seen this student achieve as a result of the project?

9. Comment on anything else you feel is pertinent.

10. Would you mentor a Senior Project again?  
    Yes _____  No _____

NOTE: We hope to see you at the Community Senior Project Open House on May 5, 2009. It will be at Jerome High School from 3:00 -6:00 pm. Please come to support the student you mentored and see the many other projects that were completed this year. If you have any questions about your student’s work, please contact the Senior Project Coordinator at 324-8137. And, thanks yet again for your time and commitment. We really appreciate your efforts.

Mentor’s Signature__________________________________________

Phone_____________________________________________________

Date_______________________________________________________
The Physical Project Journal

All students will be expected to keep a project journal (which will be included in the Senior Project Portfolio). They should have a journal entry for EACH time they work on the project. This journal should begin with the date and end with the actual time (hours, minutes) spent on the project on that occasion. As well as describing what he/she did, the student should include in journal entries successes and failures, frustrations and victories. In other words, the journal should record not just time and work done, but also feelings, emotions, and reactions (it explains the learning that took place) as well. A journal entry could cover as little as a short phone call to arrange an interview, or as much as a day spent skiing at Pomerelle. The journal is very important when the teacher evaluates the project.

You can choose the format of your journal—it could be done in chart form or just word processed. You can write it or type it—if you write it, you need to make sure it is legible. You can even keep you journal in a notebook—make sure it is accessible as you work on your project.

It should be evident that the journal has been an on-going document—it should also include MENTOR SIGNATURES WITH DATES (five entries with signatures from mentor are required). Your final journal entry, which must be signed by your mentor, should cover the final aspects of your project. Each journal and mentor evaluation form is worth points to your end total. You must have a 70% on the project to pass Senior Projects. If you do not turn in journals on time to your TAG teacher you must also submit a letter to the Senior Project Committee, explaining why you were late. This must be done each time you miss a due date in order to earn points for late work. The letter must also be included in your portfolio for your judges to read.

The first page of your journal should have the following information (This information must be at the beginning of your journal regardless of the format you are using.)

Name  Date
Research Topic:
Project Topic:
Mentor:  Name
Position
Telephone

Description of Project (including persons, places, and times)

The Actual Journal:  (Include what you did, when you did it, how long it took each time, and what you learned from it) This can be done in chart form, in a notebook, or on the computer in word form—whichever is easier for you.

Date:
Start Time:
End Time:
Entry:

The following is a sample
Project Journal

Name: 

Date: May 1, 2003

Research Topic: Quilting is a favorite pastime

Project Topic: Piece a quilt and hand quilt it

Mentor: Name: Becky Long
Position: Jerome High School Bookkeeper
Telephone: 324-7153

Description of Project: I pieced a quilt together and hand quilted it. I picked out my own fabric and also designed my own pattern. I made matching pillow shams and decorative pillows.

Log:

December 10, 2003
- My mentor and I went to Hancock Fabric to pick out my material. We also designed the pattern we would make.
- I learned that it is hard to match and choose material that goes together and will fit your chosen pattern. I had first thought I would do an Americana theme, but when it came time to pick my fabric I couldn’t find anything I liked. I found some material I really liked, so I chose three other fabrics that matched.
- Total time: 2 hours

December 25, 2003
- I began just cutting strips and squares of material for my quilt.
- At first I was really nervous about working the rotary cutter. My aunt had just had to get stitches from cutting her finger badly with one. I was really careful, and by the end of the quilt I was comfortable using the rotary cutter.
- My mentor showed me how to properly cut the material and how to fold it straight so I could cut more than one strip at a time.
- Total time: 1 hour

January 14, 2003
- I sewed strips together
- This was my first attempt at sewing and working on the sewing machine. I learned that I wasn’t very good at sewing a straight line. The way I tried to solve this was to put a piece of tape one the sewing machine desk, to act as my guide.
- Total time: 1 ½ hours
Letter to Judges

A letter to “the judges” needs to be the first item in your portfolio. Judges may be faculty members and/or community members. The judges will be present at the senior project boards. The purpose of this writing is to give the judges an introduction to you as a whole person, beyond the work you have done on The Senior Project. They will be able to see you as a young adult with goals, interests, and opinions. The following is a list of requirements for your letter—how it should be set up and information that should be included.

✓ Business format—**full block style**
✓ Brief Biography
  o Where have you been?
  o Where are you headed? (what are your plans for the future)
✓ Why did you choose this topic?
✓ What did you know before you began?
✓ What did you learn?
✓ What did you research?
✓ What did you learn from your research?
✓ Describe project
✓ What things went well? What didn’t? How did you handle it?
✓ Overall conclusions about The Senior Project.

SAMPLE FOLLOW
Dear Judges:

As a soon-to-be graduate of Anywhere High School, I will take this opportunity to tell you about some of the things I learned this year. I learned the following: procrastination is not the answer, graduation is earned (not just given as an automatic ticket at the end of the senior year), and I can accomplish a lot more than I ever realized I could if I work hard and stay with it. These lessons will be very useful to me when I leave here and go on to further training and into the workforce.

I wasn’t sure if I could make it through four years of high school and graduate. My family has moved around a lot, and I always felt behind in school. Whenever we would move into a new area, I would go to the nearest school, but often it was very frustrating. I would have to repeat something I had already learned or be confused because I came in during the middle of the unit. But it has always been important to me to get a good education because I want to have a productive life for myself and for my family in the future. I will be the only member of my family who has graduated from high school. They are proud of me, and I am proud of myself.

The choice of my Senior Project on carpentry relates to my career goal. I want to be a master carpenter. I love wood and working with it. I can see myself making beautiful pieces of furniture and cabinets for new homes. Too many people these days don’t appreciate the time and skill it takes to make quality furniture. I would like to draw their attention to the craft of carpentry. My family appreciates my hard work in this area. In fact, my parents and brothers and sisters are currently fighting over who gets to keep the maple dresser I made for my project. I want to leave something of myself with them when I move so I gave it to them.

Although I had to cut back on my hours of work at a nearby restaurant to work on school assignments and projects this year, I am now very happy that I did. I found that I enjoyed researching about my career goal in carpentry, and I really gained a lot of satisfaction from making my maple dresser.

Thank you for taking the time to read my portfolio and for listening to my presentation. I hope you have found them interesting.

Sincerely,

Senior Student
Senior Project Self-Evaluation
(This form is on Blackboard and must be typed)

Student name: _________________________________________
Date: ___________________
TAG teacher: ________________________
Research topic: ____________________________

1. Describe your physical project IN DETAIL:

2. How many total hours did you spend on your physical project? __________________
3. What date did you start? _______________
4. What date did you finish? ___________________
5. What materials did you use?

6. What are three things you learned from working on the physical project?
   a. 

   b. 

   c. 

7. What are three things you learned from your research paper?
   a. 

   b. 

   c. 

8. How do you feel that your project will compare with others?
9. What problems did you encounter? How did you overcome these problems?
10. Did your physical project turn out the way you planned? If not, why?

11. What would you do differently if you could start all over (in regards to either the physical project or the research paper)?

12. What did you learn about yourself?

13. What grade do you think you deserve? Justify this grade in 50 words or more.
   
   My grade: _____________
   
   Justification:
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
Senior Project Portfolio Requirements

The following is the order (and checklist) for your Senior Project Portfolio. It would be best to use dividers of some sort to ensure organization of your portfolio.

_____ Commitment Poster (Slide in the outside pocket of your binder)
_____ Table of Contents—this might not have page numbers, but should explain the organization of the portfolio.
_____ Letter to Judges
_____ Proposal
  • Many of you had to revise your thesis—be sure to put both your original thesis (where it says “tentative thesis” on proposal) and your revised thesis (where it says “final thesis” on proposal).
  • Also be sure all parts of it are signed—you may tear the original signature page from your first proposal if nothing has changed.

Project Section
_____ Project Journal
_____ Self Evaluation Form
_____ Mentor Evaluation Forms (midterm and final)
_____ Letters to Senior Project Committee explaining why journals and/or evaluation forms were late (only if applicable)

Paper Section
_____ Research Paper (clean, revised copy)
_____ Research Log (working bibliography—all notes taken for research paper—including your interview and interview evaluation form.)
_____ Presentation Materials (optional)
_____ Pictures, etc. of different aspects of the project (Make it pretty)
Open House Requirements

Purpose: The purpose of the open house is to give students the opportunity to PRACTICE for the Senior Project Boards. It also gives the community the opportunity to come in and see the wonderful work our students have done.

Before the Open House
- You are responsible for providing your own electronic equipment (TV, VCR, DVD, Computer, etc).
- Let your TAG teacher know if you need access to a power outlet
- You are responsible for getting your own chair (NO rolling chairs)

Must haves at the Open House:
- A tri-fold display board—neatly done
  - Evidence for both your paper and project should be on the display
  - Pictures, other graphics, charts, etc.
  - You might even display some of your research for the paper.
- If possible, bring in your project
- **Dress professionally**—you are representing the school.
- You must remain at your project during the **entire** open house.

After the Open House:
You may not leave until you have done the following:
- Clean up around your area
- Fold up the table at which your project was displayed
- Turn in your portfolio to the Senior Project Coordinator

The Open House will May 5, 2009
Senior Project Boards
(Presentation Requirements)

For the presentation portion of the project, you will be giving a 8-15 minute presentation a panel of judges

Length: No less than 8 and no more than 15 minutes.
Required attire: Business dress—you should treat this like you interviewing for the most important job you would ever want.
Purpose: To present what you have learned through this whole process
  • What did you prove in your research paper?
  • What did you learn?
  • What was your physical project
  • How were your research paper and physical project linked?
  • What obstacles did you encounter—how did you overcome them?
  • Did your project work?
  • What might you change if you did it again?
  • What went well?
  • Memorable moments?
What to include: Visual presentation of your learning
  • The physical project
  • Photographs of you actually doing your project
  • Video of you completing your project (especially if you do not have a physical project to show)
  • Display (could be done through PowerPoint)
  • Thanks to those who helped you.

You must speak for 70% of your presentation. In other words, you can’t just show a video of your project the whole time. This is an assessment of your speaking abilities.

Be prepared to answer questions

YOU MAY USE THE SAME DISPLAY FOR YOUR PRESENTATION THAT YOU USED AT THE OPEN HOUSE.

The following is a possible outline for your presentation speech:
Presentation Outline for Senior Project Boards

Introduction (Time:___)

- Attention getter:

- Go over main points of presentation (briefly state what you will tell the audience concerning the following)
  - Research Paper
  - Physical project
  - Connection
  - Learning Stretch
  - Evaluation
  - Miscellaneous

Body

Research Paper (Time:_____) [The discussion of your research paper should comprise about 55-60% of your presentation]
Thesis
1\textsuperscript{st} main point (with facts to support)
2\textsuperscript{nd} main point
3\textsuperscript{rd} main point

Physical project explanation and discussion: (Time: ____)

Connection between the Paper and the Project (Time:____)

Learning Stretch: (Time:____)

Conclusion: (Time:____)

Evaluation (of yourself and the entire process)
Miscellaneous
Are there any questions?—Time for Question and Answer period

Post Speech: Thank the judges, shake hands, collect your presentation materials, exit the room.
# Project Journal Evaluation Rubric

<table>
<thead>
<tr>
<th><strong>Student Name:</strong></th>
<th><strong>Tag Teacher:</strong></th>
<th><strong>Journal #:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format:</strong> Journal entry included the following: Time spent, Task(s) completed, and Learning that occurred</td>
<td>4 Complete description of tasks and learning. Time is adequate for this task.</td>
<td>3 Good description of tasks and learning. Time is adequate for task described.</td>
</tr>
<tr>
<td><strong>Problem Solving:</strong> Journal illustrated challenges encountered by student, and how they were overcome, in the course of completing Project portion of The Senior Project.</td>
<td>4 Examples illustrate and relate challenges encountered and describe results of each</td>
<td>3 Examples illustrate but fail to relate challenges encountered or describe results of each</td>
</tr>
<tr>
<td><strong>Community Involvement:</strong> Journal illustrated involvement with community mentor through entries and signatures by the mentor</td>
<td>4 Illustrates meaningful contact with mentor</td>
<td>3 Illustrates fair contact with mentor</td>
</tr>
<tr>
<td><strong>Learning:</strong> Apparent learning stretch present through reading journal entries</td>
<td>4 Demonstrates &amp; documents in depth what learning was applied to project</td>
<td>3 Demonstrates &amp; documents Some learning that was applied to project</td>
</tr>
<tr>
<td><strong>Presentation:</strong> Journal is easy to read and meets conventions of mechanical accuracy</td>
<td>4 Journal is easy to read-few errors</td>
<td>3 Journal is fairly easy to read-errors are a bit distracting</td>
</tr>
</tbody>
</table>

## Total for each column

### Sub-total

| **Punctuality:** Journal was turned in on time? |
|-----------------|-----------------|---------------|
| Yes | No |
| (if answer is no- give student 0 points until make-up letter is turned in) |

### Make-up letter: Did student write an original make-up letter to explain the reason it for the late journal check? No overall total until letter is received. If answer is yes, subtract 5 from the subtotal to get the overall total.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### Overall Total

<table>
<thead>
<tr>
<th><strong>Overall Total</strong></th>
<th>****</th>
</tr>
</thead>
</table>
Fill one of these out for each journal check. Add the 5 scores together and transfer to the Portfolio Grading Rubric.

**Portfolio Grading Rubric**

Student: _______________________

TAG Teacher: __________________

<table>
<thead>
<tr>
<th>POINTS POSSIBLE</th>
<th>SCORE</th>
<th>PORTFOLIO ITEMS - MUST HAVE ALL COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>Title page or Poster of Commitment</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Letter to the judges explaining why the student chose the topic, why it was a learning stretch, what the student learned from the semester's work, problems and accomplishments, etc. (SHOULD BE TYPED AND ORIGINAL)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Proposal Form</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Project Journal of work done on project including time spent and learning that occurred. (Log should represent ongoing work done over time and not an &quot;overnight&quot; job. Should have at least five signatures from mentor—dated)</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Project self-evaluation form</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Mentor Evaluation Form—Mid term—MUST be in the portfolio in order to pass the portfolio and project portions of the Senior Project</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Mentor Evaluation Form—Final— MUST be in the portfolio in order to pass the portfolio and project portions of the Senior Project</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Graded copy of research paper along with a clean copy (corrected)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Research log—all notes taken and raw data materials</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL (Possible Score = 100 points; 70 points needed to pass)</td>
</tr>
</tbody>
</table>

Put (—) in any score box in which item is missing.

Comments:
Feel free to include presentation materials, additional documentation, including pictures taken at various stages throughout the project, receipts for materials, etc.(optional)
Open House Rubric

Student: _____________________________

TAG Teacher: _______________________

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Score</th>
<th>Open House Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
<td>Participation: At display during entire open house in order to practice presenting all parts of Senior Project—paper and physical project</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>Display appropriately represents work done by the student for the research paper and the project equally</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Display includes a tri-fold board with graphics, pictures, etc that represent the paper and the physical project, and the actual physical project is present (if possible)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Portfolio is turned in at the end of the open house</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Student is dressed appropriately. Some will be in costume or in uniform. If neither is used, business attire is appropriate.</td>
</tr>
<tr>
<td>Area I: Content/Organization--57 pts.</td>
<td>Superior</td>
<td>Excellent</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Introduction</strong>--clear purpose, interesting attention-getting device</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td><strong>Body of Speech</strong>--main points supported by accurate and appropriate detail, logical organization, depth of research goes beyond general knowledge.</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>&quot;Learning Stretch&quot; clearly explained and supported--Application of learning--self-discovery evident &quot;I learned&quot;, &quot;I never knew&quot;, etc.</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td><strong>Conclusion</strong>--summarizes, makes a memorable impression</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Balanced Content</strong>--not too much on research paper or too much on project--shows a relationship between the paper and the project</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Language usage</strong>--standard grammar, accurate pronunciation, word choice, transitions, etc.</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td><strong>Visual/Audio aids</strong>--interesting, appropriate, neat, creative Demonstration/model if appropriate</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area II: Delivery--33 pts.</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye Contact</strong>--does not just read off cards or PPT, looks around</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Non Verbal</strong>--poise, posture, mannerisms, gestures</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Verbal</strong>--volume, articulation, rate, pitch, tone</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Appearance/Dress</strong>--appropriate for subject. Some will be in costume or in uniform. If neither is used, business attire is appropriate</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Enthusiasm/Sincerity</strong></td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area III: Answering Questions--10 pts</th>
<th>Superior</th>
<th>Excellent</th>
<th>Capable</th>
<th>Emerging</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impromptu Skills</strong>--confidence and fluency in answering questions--Quality of responses--information and knowledge represents depth of information, questions re-phrased in answers if appropriate--Body language and answers demonstrate interest, enthusiasm and poise</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

(Passing is 70 points total) 86-Excellent 100-Superior
# Senior Project Grading Rubric

**Student Name:**

**TAG Teacher:**

<table>
<thead>
<tr>
<th>Portion of Project (70/100 must be received to pass each portion)</th>
<th>Pts. Received</th>
<th>P/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (English Teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation (Senior Boards)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open House participation, at display, dressed appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio (TAG Teacher)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Grade:**
