

Jerome High School Senior Project Handbook 2008-2009



**Informational Booklet for Students, Teachers, and Parents
Forms, Handouts, and Explanations**

Table of Contents

Introduction	2
Due Dates	3
Poster of Commitment	4
Mentor Information.....	6
Mentor Evaluation Forms.....	7
Project Journal Information	10
Letter to Judges/ Self Evaluation	12
Portfolio Information	16
Open House and Presentation Requirements	17
Scoring Rubrics	20

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 who is 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:

- 8 ½ 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 Maria*

*Martinez 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 a 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 hand written 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 your 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 on 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
 - Where have you been?
 - 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

123 Somewhere St
Anywhere, ID 88888
October 28, 2008

Judges, Jerome High School Senior Project
100 High School Street
Anywhere, ID 88888

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 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

1st main point (with facts to support)

2nd main point

3rd 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

Student Name:

Tag Teacher:

Journal #:

	4	3	2	1	
Format: Journal entry included the following: Time spent, Task(s) completed, and Learning that occurred	Complete description of tasks and learning. Time is adequate for this task .	Good description of tasks and learning. Time is adequate for task described.	Fair description of tasks and learning. Time is too short for this task.	Poor description of tasks or learning. Time is not enough for this task.	
Problem Solving: Journal illustrated challenges encountered by student, and how they were overcome, in the course of completing Project portion of The Senior Project.	Examples illustrate and relate challenges encountered and describe results of each	Examples illustrate but fail to relate challenges encountered or describe results of each	Examples fail to illustrate or relate any challenges throughout the process	Example fails to relate to the project	
Community Involvement: Journal illustrated involvement with community mentor through entries and signatures by the mentor	Illustrates meaningful contact with mentor	Illustrates fair contact with mentor	Illustrates inconsistent contact with mentor	Illustrates little contact with mentor at all.	
Learning: Apparent learning stretch present through reading journal entries	Demonstrates & documents in depth what learning was applied to project	Demonstrates & documents Some learning that was applied to project	Demonstrates & documents very little learning that was applied to project	Does not demonstrate or document any learning being applied to project	
Presentation: Journal is easy to read and meets conventions of mechanical accuracy	Journal is easy to read-few errors	Journal is fairly easy to read-errors are a bit distracting	Journal is difficult to read - errors are frequent	Journal is very difficult to read - errors overwhelm the content	
Total for each column					
Sub-total					
Punctuality: Journal was turned in on time? (if answer is no- give student 0 points until make-up letter is turned in)				Yes	No
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.				Yes	No
Overall Total					

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: _____

POINTS POSSIBLE	SCORE	PORTFOLIO ITEMS - <u>MUST</u> HAVE ALL COMPONENTS
3		Title page or Poster of Commitment
15		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)
5		Proposal Form
20		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 "overnight" job. Should have at least five signatures from mentor—dated)
15		Project self-evaluation form
10		Mentor Evaluation Form-Mid term —MUST be in the portfolio in order to pass the portfolio and project portions of the Senior Project
10		Mentor Evaluation Form—Final -- MUST be in the portfolio in order to pass the portfolio and project portions of the Senior Project
15		Graded copy of research paper along with a clean copy (corrected)
2		Research log —all notes taken and raw data materials
5		Organization
		TOTAL (Possible Score = 100 points; 70 points needed to pass)

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: _____

Points Possible	Score	Open House Requirements
25		Participation: At display during entire open house in order to practice presenting all parts of Senior Project—paper and physical project
50		Display appropriately represents work done by the student for the research paper and the project equally
15		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)
5		Portfolio is turned in a the end of the open house
5		Student is dressed appropriately. Some will be in costume or in uniform. If neither is used, business attire is appropriate.

Senior Project Boards--Presentation Rubric					
Area I: Content/Organization--57 pts.	Superior	Excellent	Capable	Emerging	Not Present
Introduction --clear purpose, interesting attention-getting device	7	6	5	4	0
Body of Speech --main points supported by accurate and appropriate detail, logical organization, depth of research goes beyond general knowledge.	16	14	12	10	0
"Learning Stretch" clearly explained and supported--Application of learning--self-discovery evident "I learned", "I never knew", etc.	7	6	5	4	0
Conclusion --summarizes, makes a memorable impression	6	5	4	3	0
Balanced Content --not too much on research paper or too much on project--shows a relationship between the paper and the project	6	5	4	3	0
Language usage --standard grammar, accurate pronunciation, word choice, transitions, etc.	9	8	7	6	0
Visual/Audio aids --interesting, appropriate, neat, creative Demonstration/model if appropriate	6	5	4	3	0
Area II: Delivery--33 pts.	Superior	Excellent	Capable	Emerging	Not Present
Eye Contact --does not just read off cards or PPT, looks around	8	7	6	5	0
Non Verbal --poise, posture, mannerisms, gestures	7	6	5	4	0
Verbal --volume, articulation, rate, pitch, tone	7	6	5	4	0
Appearance/Dress --appropriate for subject. Some will be in costume or in uniform. If neither is used, business attire is appropriate	5	4	3	2	0
Enthusiasm/Sincerity	6	5	4	3	0
Area III: Answering Questions--10 pts	Superior	Excellent	Capable	Emerging	Not Present
Impromptu Skills --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	10	9	8	7	0
(Passing is 70 points total) 86-Excellent 100-Superior	TOTAL				

Senior Project Grading Rubric

Student Name:

TAG Teacher:

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

Final Grade: