Columbia High School

SENIOR PROJECT HANDBOOK

Name: _____

Advisor: _____

COLUMBIA HIGH SCHOOL
SENIOR PROJECT HANDBOOK
2012-2013

Each senior in the State of Idaho must plan and carry out an independent, meaningful, long-term project that benefits the student and a larger community.

Project Expectations:
- Think about a project to fix, improve, do, learn, understand, see, create, or experience in your community or world.
- Take at least 15-20 hours to complete
- Give back to a larger community
- Challenge and expand your knowledge and/or skills
- Pursue your interests or future plans
- Be meaningful, real, and "hands on"

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 promptly as the year goes on. Some particulars of major assignments may vary somewhat from teacher to teacher; however, the basic requirements will be the same.

Once your initial project proposals have been submitted, you will be selected by one member of the CHS staff based on your topics or interests. Your advisor will meet with you to discuss your proposal and plan your project before you leave for summer. Throughout this process, your advisor will score your work in the project and be your biggest asset, providing details as they become available.
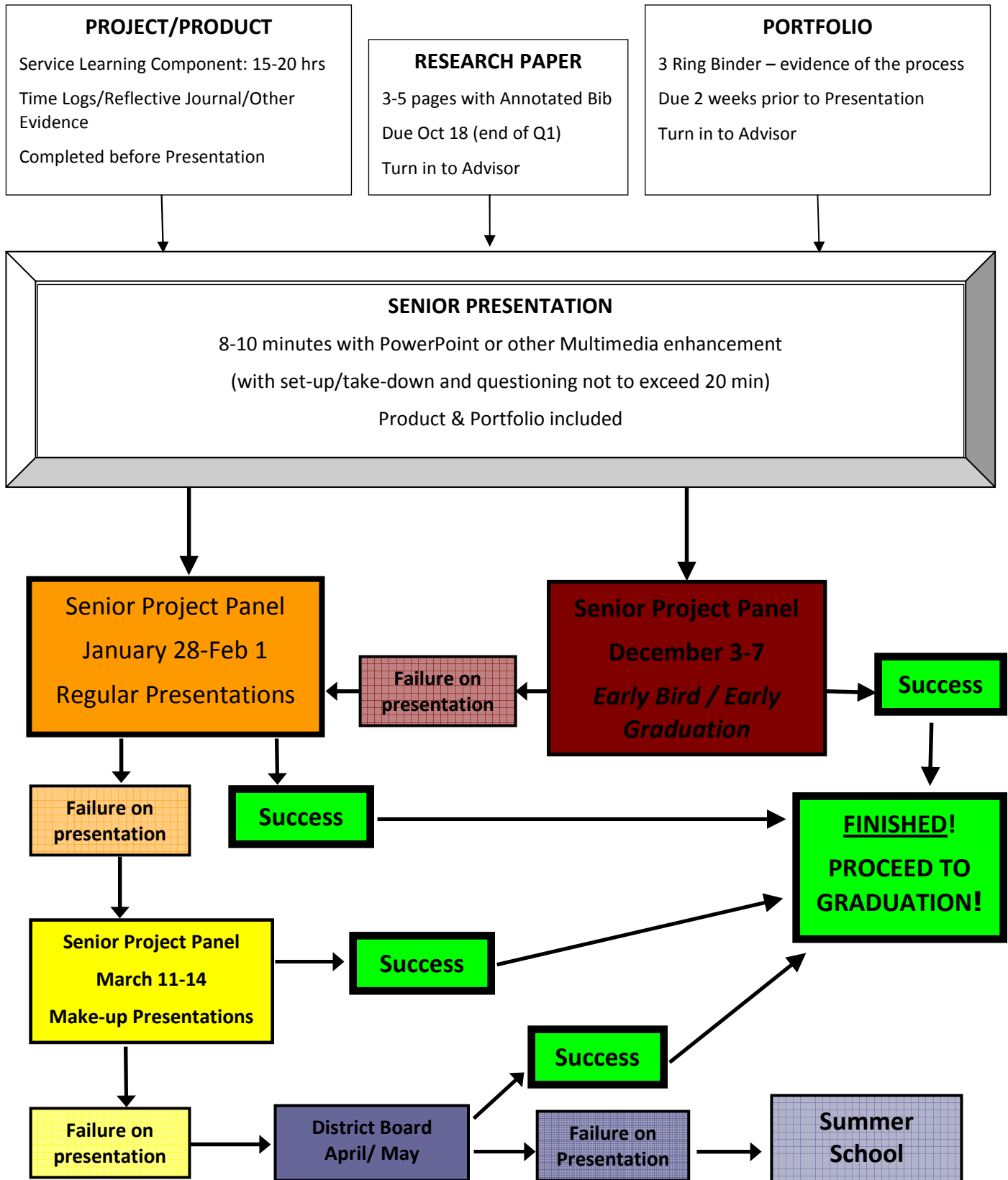
PLEASE SHARE THIS INFORMATION WITH YOUR PARENTS!

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 also be found on the Columbia High School homepage.

TABLE OF CONTENTS

Columbia High School
SENIOR PROJECT FLOWCHART

PROJECT/PRODUCT

Service Learning Component: 15-20 hrs

Time Logs/Reflective Journal/Other Evidence

Completed before Presentation

RESEARCH PAPER

3-5 pages with Annotated Bib

Due Oct 18 (end of Q1)

Turn in to Advisor

PORTFOLIO

3 Ring Binder – evidence of the process

Due 2 weeks prior to Presentation

Turn in to Advisor

SENIOR PRESENTATION

8-10 minutes with PowerPoint or other Multimedia enhancement

(with set-up/take-down and questioning not to exceed 20 min)

Product & Portfolio included

Senior Project Panel
January 28-Feb 1
Regular Presentations

Failure on presentation

Senior Project Panel
December 3-7
Early Bird / Early Graduation

Success

Failure on presentation

Success

**FINISHED!
PROCEED TO GRADUATION!**

Senior Project Panel
March 11-14
Make-up Presentations

Success

Failure on presentation

District Board
April/ May

Success

Failure on Presentation

Summer School

Columbia High School
SENIOR PROJECT CALENDAR

May 2012
May 11 (Friday)   Proposals Due to English instructor
May 18 (Friday)   Advisors Selected
May 25 (Friday)   Proposal Approved by Advisor

June- August 2012   Begin work on project once approved by advisor

September 2012
All Assignments Due to Advisor
September 5 (Wednesday)   Guiding question for research paper
September 12 (Wednesday)   2 research source sheets, working bibliography
September 19 (Wednesday)   4 total source sheets, working bibliography
September 26 (Wednesday)   6 total source sheets, working bibliography

October 2012
All Assignments Due to Advisor
October 3 (Wednesday)   Final Annotated Bibliography Due & Rough Draft- Outline
October 10 (Wednesday)   Typed Rough Draft
October 17 (Wednesday)   Revise with Advisor
October 18 (Thursday)   Final Paper with Annotated Bibliography

November 2012
November 21 (Wednesday)   Project Portfolio Due to Advisor for early bird presenters

December 2012
December 3 – December 7   Early Bird Presentations

January 2013 – February 2013
January 16 (Wednesday)   Project Portfolio Due to Advisor
January 28 – February 1   Senior Project Presentations

WELCOME TO COLUMBIA HIGH SCHOOL
SENIOR PROJECT 2012-2013

PROJECT OVERVIEW

The Senior Project at CHS is an opportunity for you to demonstrate what you know and to showcase your achievement. It must be successfully completed as a component of your senior year, which is required for all graduating seniors.

This 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 to solve problems, to expand opportunities, to satisfy curiosities, or to contribute to projects.

The Senior Project is a fitting conclusion to your high school education. Students will derive a sense of ownership of a body of work that is a reflection of personal interests and abilities. The Senior Project offers opportunities to expand individual knowledge, explore career paths, and apply learning to real-life situations that will serve to benefit the student's growth and promote lifelong learning. Through the project, you are able to demonstrate accumulated skills in time-management, research, problem-solving, human interaction, organization, and public-speaking. This is appropriate as the culmination of your K-12 education because these are the very skills and abilities which you will be expected to demonstrate as college students and/or employees and will help you make the transition from school to work/college/military service.

The advisor's role is to keep you on track by collecting assignments, following due dates, and grading and reviewing your work. Your advisor will provide guidance, including topic selection, research writing, and presentation skills. However, the hours of experience and much of your information research will be done outside of class.

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. You will receive additional specific information and instructions on major assignments as the process progresses.

THE FOUR COMPONENTS OF THE SENIOR PROJECT:

Proficiency is required in each component and a final Pass/Fail credit will be attached to transcript upon completion of all four components.

The first component is your **project** – or *product*. Each senior will plan and carry out an independent, meaningful, long-term project that benefits the student and a larger community. You must research and document information on a subject of your choice -- a subject in which you have an interest, but are not already an expert. Your research must be a worthwhile stretch beyond what you already know. As part of your research, you must obtain a mentor to assist in advising you throughout the project. Your mentor cannot be a Columbia faculty member, a family member or anyone under 21 years of age. Your mentor must be someone who is knowledgeable or a professional in the area of your interest. Your mentor will be guiding you and providing feedback on your finished product. Select a product within your financial budget, keeping in mind that you are not expected to spend money in order to complete the Senior Project.

The second component requires you to apply the information you have gained from your project to write a research **paper.** This paper will reflect your process throughout your Senior Project where you will conduct research on a topic related to your project. The paper must argue a point, propose/ support a solution or elicit a change in belief. There must be a clear relationship between your project and your research.

The third component of the project is the **portfolio**. You must keep good records of your progress and preserve everything in a portfolio that demonstrates your journey throughout the entire Senior Project. These documents include personal notes, photographs, time logs with your mentor, journal entries, receipts, letters, your annotated bibliography and research paper, etc. Although components of the portfolio will be graded throughout the year, your advisor will grade the entire portfolio for completeness and appearance two weeks prior to your scheduled presentation.

The final component of the project will be the **presentation**. This will be a speech between eight to ten minutes, live-and-in-person with an allowance of up to 5 minutes to set-up and up to 5 minutes to take-down, given before a board of judges. You will sign up for a date and time for either early December or early February.

If you adhere to the guidelines, meet the deadlines, and put forth your best effort, you will know that you have been successful in a lifelong learning experience. All information is included in your handbook or will be given to you by your advisor. It is imperative that you maintain good attendance so that you can be aware of any changes in dates or other vital information that becomes necessary as you move through the year. For the latest updates on information, consult the Senior Project pages of the Columbia web site.

COMPONENT REQUIREMENTS

PROJECT (Product)
1. A Project Proposal will be submitted describing the project and the aspect of that project to be researched; this can contain questions you have and different possibilities you hope to explore in connection with your project.
2. Take at least 15-20 hours to complete
3. Product will be related to research (think about a product to fix, improve, do, learn, understand, see, create, or experience in your community or world)
4. Product must give back to a larger community
5. Product may be tangible, service oriented, or skill-based
6. Product must present a learning stretch, taking you beyond what you have ever done before
7. Product should pursue your interests or future plans
8. Product completed by student...NOT by mentor or parent
9. Mentor time log required, with mentor's signature for each contact

PAPER
1. Conduct research on a topic related to your project. The paper must argue a point, propose/ support a solution or elicit a change in belief.
2. MLA format
3. 3-5 pages of written text; graphics and visuals are acceptable but do not constitute written text.
4. 5 sources minimum with an annotated bibliography
5. Typed, double spaced, one inch margins, Times New Roman or similar 12 point font
6. Mixture of writer's words, quotes, paraphrases
7. Free from plagiarism (Plagiarism is unethical and writing such papers will be documented and considered in the final grade which may affect your final transcript)
8. Turned in on or before due date

Papers with any plagiarized material will be rated UNSATISFACTORY and must be rewritten and resubmitted to be considered for a proficient grade

PORTFOLIO
1. Title page
2. Table of Contents
3. Final Approved Copy of Project Proposal
4. Mentor and Guardian Signature Form
5. Final Copy of Annotated Bibliography
6. Clean and Revised Copy of Research Paper
7. Signed and Completed Project Time Logs
8. Completed Project Reflection Journal
9. Signed and completed Mentor Evaluation Form
10. Supplemental items including pictures, letters, plans, receipts
11. Thank-you note to mentor

✱ It is imperative that you keep accurate records of your Senior Project process

PRESENTATION

1. The presentation demonstrates that the student has met the basic requirements of the project *(fix, improve, do, learn, understand, see, create, or experience in their community or world; 15-20 hours to complete; give back to a larger community; challenge and expand the student's knowledge and/or skills; pursue the student's interests or future plans; is meaningful, real, and "hands on")*.
2. The speaker presents extemporaneously—the speech is not read from slides or notecards and may not be pre-recorded. Minimal notes are allowed.
3. Meets the time requirements (Between 8 and 10 minutes live-and-in-person presentation with an allowance of up to 5 minutes to set-up and up to 5 minutes to take-down)
4. Judged on content and delivery. Language is accurate, professional, and articulated well. Voice is appropriate for the room size.
5. The presentation is organized using a traditional presentation format:
   a. Introduction (gets the audience's attention, gives them a reason to listen, and previews the presentation),
   b. Organization (is easy to follow, clear logical order, and is fully developed)
   c. Conclusion (reviews the main points and gives the audience action to take, based on what they heard).
6. Attire and personal appearance is professional and appropriate for the presentation. It encourages the audience to see the speaker as a legitimate participant in the activity being presented.
7. Audio and/or visual aides enhance the understanding of the product (but are not the presentation—the speaker does not sit back with the audience and watch a video, etc.)
8. Portfolio available to panel
9. Vulgar or inappropriate material is not worthy of evaluation. Any presentation that violates community standards will be stopped and will be rated Unsatisfactory (0).

Students who are not proficient in project, paper, portfolio, and/or presentations will have 2 other opportunities to attempt to meet minimum expectations at the school site level. (If students fail to meet proficient level, they will be referred to District level.)

PROJECT SUPPLIES REQUIREMENTS

You will need a separate notebook exclusively for your Senior Project. Please organize your notebook right away. You will need to purchase a 3-ring binder and eight dividers. The divider titles should be typed and in the order they are listed below.

✶ Project Proposal
✶ Mentor & Guardian Signature Form
✶ Annotated Bibliography
✶ Research Paper
✶ Project Log
✶ Project Journal
✶ Mentor Evaluation
✶ Presentation Information

You will be expected to show your advisor 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 a question or with an interest that evolves into a question. This question helps drive the project experience, the research component, the product, and the presentation.

Choose something you know little or nothing about. The best Senior Projects involve new learning. Choose something that you think might be beneficial and interesting. Significance is a factor in the final evaluation of your project. Was it worth doing? Did 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 is 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.

Should you feel at a loss for ideas, discuss your project with your advisor. He/she may be able to provide you sound advice based on experience and interest.

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.

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 many 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. If you have questions, talk to your advisor for guidance.

THE PROJECT PROPOSAL

A formal Project Proposal will be the first major component of your project. This will be introduced and completed your junior year in your English class. Before your project becomes "official," it must be approved by a panel of readers. You must convince these readers that your project is both worthwhile and feasible. Not only is the Project Proposal an important assignment in its own right, approval is necessary for you to receive credit for later parts of the Senior 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.

FINDING A MENTOR

You will need to find an adult who will serve as a mentor 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 mentor will guide and 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.

Your mentor cannot be someone here at Columbia High School or your parents; 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.

*Note: Your advisor is NOT your mentor. Your mentor is someone from the community outside of Columbia High School.

TIME REQUIREMENTS

The Project involves at least 15-20 hours under the guidance (but not necessarily direct supervision) of a mentor. Hours must be completed by the time you are scheduled to present. Your hours can be completed any time during the year 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.

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 in two part, the first being the Annotated Bibliography, and the second the Research Paper. The Annotated Bibliography and the Research Paper will be due in the 1st quarter of your senior year.

THE PROJECT VERIFICATION LOG & REFLECTION JOURNAL

You will keep a Project Verification Log 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 regularly by your advisor.

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. If your mentor is willing, have him/her jot notes and sign your time. Don't put this off. Write while it is fresh. When your advisor 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 seldom satisfactory.

THE PRESENTATIONS

Early bird presentations will begin in early December of your senior year. 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 20 minutes. Plan on about 8-10 minutes of 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. See the attached Presentation Page for details.

We believe that this project can and will become a highlight of your high school career should you use it as an opportunity and 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 District Standards, the senior project is a pass/fail. You must pass 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.

Community members and your advisor will be providing the input on your final grade. Your advisor will be grading the individual assignments to help ensure that they are at least meeting minimum requirements. Your advisor 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.

Columbia High School
SENIOR PROJECT PROPOSAL

Statement of Assignment

During 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 CHS faculty. Once your proposal is approved, your Senior Project is "official."

Rationale for the Assignment

✳ Your Advisor, with whom you personally discuss your project, will provide final approval to make your project official. Your Advisor will be your personal guide to the Senior Project—communication will be very important. Your first task is to convince your Advisor that you have a worthy project to propose. And because the Senior Project is a school-wide interdepartmental effort, other faculty and administration may have the opportunity to read your proposal.

✳ Your ability to persuade your readers 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.

✳ The formal proposal is a frequently encountered form of business writing with which you should be familiar.

Description of the Assignment

✳ Your proposal must be submitted as a memorandum (see template)

✳ It must be organized into clearly headed blocks or sections according to its main parts

✳ It must be typed – please use 12 pt Times New Roman font

✳ Clarity, thoroughness, format, and appearance will be the grading criteria

The Approval Process & Advisor Determination

Be prepared to submit two copies of your final proposal packet to your advisor. He/she will keep one and return the other to you. Your advisor must be the final signature on the proposal. Once his/her signature is on the proposal, you can consider your project proposal accepted and begin finding a mentor and working on the research. Keep a copy of the proposal close as you begin to work on the project as it will provide a way for you to stay focused and keep your goals in mind.

<u>May 11, 2012</u> – Submit your Senior Project Proposal to your Columbia English teacher. *(If you do not have a Columbia English teacher—please submit your proposal to your counselor.)*

<u>May 18, 2012</u> – Advisors determined. Be prepared to meet with your Advisor in days to come.

<u>May 25, 2012</u> – Senior Project Proposal Approval List. A copy of the approved topic proposal will be collected by the school and kept on file. ***If your proposal is denied-- student must work with Advisor to get topic approval by summer.***

Proposal Template

TO: Columbia High School Faculty

FROM: (Your Name)

DATE: (Current Date)

SUBJECT: Columbia Senior Project Proposal

Topic: (1 or 2 words telling your topic choice, i.e. Decorative Wood Carving)

Overview: (3-5+ sentences briefly describing what your project will look like.)

Research Paper Question: What is the big question you hope to discover through this process? Your paper should answer the "So What?" of your project. It should argue a point, propose a solution, or elicit a change in belief. You should also list other questions you would like answered as you are working on discovering the answer to your big question.

Project Significance: Why is your project worth doing/learning? How will it benefit yourself and a larger community? What do you hope to learn? Is it new knowledge or an extension of prior knowledge? Convince us that this project is a worthy one.

Goals/Objectives: Identify at least 3 goals that you want to accomplish with this project. At this point what do you see the final product or experience being? How will you know if you have been successful?

Plan: Explain the what, when, where, how long, with whom [other than mentor, this will come later], etc. When will you meet with your mentor? How often? When and how will you complete your service hours? What days will be set aside for working on your project? How many hours per week will you need to complete to be finished by presentation time? Be detailed; this will show that you've thought it through and are realistic in what is to be done. This section, and the next one, may take some initial preparation. The more you put into the planning now, the more likely you will gain approval and have a successful experience with your project.

Requirements: Time, money, materials, equipment, facilities, and/or assistance by others. Be realistic on the cost and the money. Where will you obtain the needed items or funding? Do some initial footwork to get an approximate idea of cost and materials.

Problems & Solutions: Try to foresee the possible problems that might arise, and then attempt to plan for them. Do your best to predict the problems you may face so you are not blindsided by them as the time for presentations approaches.

Possible Mentors: You will need a list of at least 3 possible Mentors. You don't have to have them approved yet, just that you have thought about who would be a good candidate. Be sure to include the Mentor's name & qualifications. Utilize the community!

Parent/Guardian Consent: _____ Date: _____

CHS Advisor Approval: _____ Date: _____

(Once you have your advisor teacher's signature, you may consider your proposal accepted and begin work. You will want to work closely with your Advisor to meet all aspects of Senior Project.)

Columbia High School
SENIOR PROJECT PROPOSAL RUBRIC

	ABOVE PROFICIENT	PROFICIENT	BELOW PROFICIENT
OVERVIEW	♦ 3-5+ sentences of a clear and defined description of project	♦ 3-5 sentences of basic explanation of project	♦ Less than 3 sentences ♦ Project description is weak, unclear, or missing Information
RESEARCH PAPER QUESTION	♦ Research question is clearly defined and measurable with several supporting questions	♦ Research question is clearly defined with a few supporting questions	♦ Research question is unclear, is not measurable, and does not list any or very few supporting questions
PROJECT SIGNIFICANCE	♦ Student shows a genuine interest in the project and a clear vision ♦ Project is ambitious and challenging ♦ Details how the project will be beneficial to student and a larger community	♦ Student shows a genuine interest in the project ♦ Project is reasonably ambitious and challenging ♦ Lists how the project will be beneficial to student and a larger community	♦ Reason for choice of project and interest in subject are unclear/missing ♦ Project does not appear to be adequate learning stretch
GOALS AND OBJECTIVES	♦ Identifies at least 5+ measurable learning goals ♦ Learning goals are challenging, well focused, and relevant	♦ Identifies 3-5 measurable learning goals ♦ Learning goals are reasonably challenging and relevant	♦ Learning goals are unclear, missing or immeasurable
PLAN	♦ Plan specifically details the who, what, where, when, and how long required for student success	♦ Plan answers the details of who, what, where, when and how long required for student success	♦ Plan is missing or unclear on the details of who, what, where, when and how long required for student success
REQUIREMENTS	♦ Time, money, materials, etc. are clearly defined and realistic ♦ Clearly defined preplanning of how and where to acquire resources	♦ Time, money, materials, etc. are listed ♦ Some preplanning of how and where to acquire some resources	♦ Little to no planning for time, money, materials, etc. ♦ Estimates are unrealistic
PROBLEMS & SOLUTIONS	♦ Attempts to anticipate all likely problems and obstacles and offers possible solutions for each	♦ Attempts to anticipate some problems and obstacles and offers possible solutions for each	♦ Anticipation of problems and obstacles are unclear, weak, or missing
MENTORS	♦ Listed 3-5 possible mentors detailing each of their qualifications	♦ Listed at least 3 possible mentors and lists their qualifications	♦ Less than 3 possible mentors listed where mentors are unqualified, or qualifications are missing/unclear
PROFESSIONALISM	♦ Complex sentences ♦ No grammatical and spelling errors ♦ 12 pt., Times New Roman font	♦ Complete sentences ♦ Minimal grammatical and spelling errors—not distracting ♦ 12 pt., Times New Roman font	♦ Incomplete sentences used ♦ Grammatical and spelling errors are distracting ♦ Proper size and font not used

Project Proposal is: ABOVE PROFICIENT   PROFICIENT   BELOW PROFICIENT

*If any portion of the proposal is BELOW PROFICIENCT, a new proposal must be submitted before approval

Columbia High School
SENIOR PROJECT MENTOR

Statement of Assignment

You must find a mentor (21 years or older) with expertise in your area of interest. Your mentor cannot be someone here at Columbia 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 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 your advisory teacher 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 advisor 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 advisor 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 advisor 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 contact throughout the semester and complete evaluations promptly.

Columbia High School
SENIOR PROJECT SIGNATURE FORM

Mentor Information & Agreement Form (To be completed and returned to your Advisor)

Name: _____

Type of Business: _____

Address: _____

_____

Telephone Numbers: Office: _____

                                        Home: _____

                                        Cell: _____

                                        Fax: _____

Email: _____

Best time(s) to be contacted: _____

Mentor Agreement to Serve (For Mentor to complete and sign)

I agree to serve as a Senior Project Mentor to _____. I will

advise and assist with his/her Senior Project Product plans to _____

_____

_____

_____   _____

Mentor Signature   Date

Parent Approval of Mentor (For Parent to complete and sign)

I am aware that _____ will be serving as a Senior Project

Mentor for my son/daughter _____, and give my permission

for them to meet together for this purpose. I understand that these meetings will be scheduled at

mutually agreeable times and will take place at _____.

_____   _____

Parent/Guardian Signature   Date

Columbia High School
SENIOR PROJECT MENTOR FINAL EVALUATION

Student:
This form is a required part of the documentation for the Senior Project. You should fill in all of your approved learning goals; your mentor will fill in all other comments. Your mentor will evaluate your progress towards meeting them at this time. You need to fill in the goals that your mentor should be evaluating.

It is your responsibility to make sure the evaluation has been completely filled out by your mentor and submitted to your teacher by _____ at 3:00 pm, or you may be asked to return the evaluation for completion.

Student Name: _____   Advisor's Name: _____

Mentor's Name _____   Phone _____

Mentor's e-mail _____

Mentor:
Please assess the student's performance in each of the designated areas. Your evaluation may be based on evidence provided by the student, your conversations with the student, and any relevant observations regarding the student. Feel free to add additional comments as well.

Once you have completed the final evaluation, please sign here.

_____   _____
Mentor Signature   Date

Forms may be faxed to the high school. Please fax all pages including this one.
The school's fax number is: (208) 498-0573

Columbia High School
SENIOR PROJECT MENTOR FINAL EVALUATION

INITIATIVE – Includes task-management, goal setting, pacing, problem solving and independent work completed by student. Evidence could include your personal observations, documents, conversations with student and other relevant input.

☐ Student exceeds expectations
☐ Student meets expectations
☐ Student does not meet expectations

Additional Comments:

RESOURCEFULLNESS – Includes creativity, responsible use of materials and time, and prioritizing of needs and timing of duties to complete project.

☐ Student exceeds expectations
☐ Student meets expectations
☐ Student does not meet expectations

Additional Comments:

DEPENDABILITY – Includes punctuality, work ethic, communication, and student behavior.

☐ Student exceeds expectations
☐ Student meets expectations
☐ Student does not meet expectations

Additional Comments:

OVERALL MENTOR RECOMMENDATION:
Based on your experience with this student, would you provide a professional recommendation for this student?

☐ YES
☐ YES WITH RESERVATION
☐ NO

Columbia High School
SENIOR PROJECT ANNOTATED BIBLIOGRAPHY

Statement of Assignment

In your Project Proposal, you indicated an area of interest, some project goals, and some plans for achieving those goals. Although the hands-on part of your project is very important, it is by no means the whole thing. You must also do extensive reading and research relevant to your project topic.

Possibilities for reading and research include, but are not limited to history, theory, basic principles, methods, and/or applications. Strive for variety and range beyond the usual how-to. Variety is a grading criterion. Your mentor and/or your advisor may have helpful suggestions for you. Sources of information may include, but are not necessarily limited to books, magazines, web sites, databases, manuals, trade and professional literature, and/or interviews with knowledgeable people.

Here too, variety is a grading criterion. Perhaps you can find many articles on building that 500 cubic inch small-block Chevy without looking beyond *Popular Hot-Rodding*, but you need to cast a wider net. Your mentor and/or your advisor may have helpful suggestions for you. You need at least 5 sources for a basic grade. The number of sources is a grading criterion. More is not a problem (and may be necessary for a superior grade), but fewer is a problem. The quality of your sources is important. For example, pumping up your numbers of sources and pages with encyclopedia articles, which probably all say pretty much the same things, will not count for as much as more solid, substantive sources.

A note about plagiarism—When doing research it can be very easy to "accidentally" plagiarize by not citing where you found the information you are using to answer your Guiding Research Question. The best way to avoid plagiarizing and the heart ache of having to go backward to find where you found the great piece of information is to document your research and keep it organized. See the suggested Research Note Sheet for a sample of how to collect your research in an organized manner.

Rationale for the Assignment
* As you are researching you will need an organized way to collect your information. An annotated bibliography will allow you to collect that information and comment on it so you will know what will be useful to your essay.
* 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 annotated bibliography is a frequently encountered form of research writing with which you should be familiar.

Description of the Assignment
* 5 credible sources properly documented in MLA format – including alphabetical order
* Each of the annotations should include:
  * 4-6 sentences of Summary—put the source into your own words
  * 4-6 sentences of Evaluation—explain how this will be beneficial to your research and project
  * 2-3 sentences verifying source credibility—you will need to explain and justify to your audience that your sources are credible
* 1" inch margins – Double spaced – 12 pt. Times New Roman Font
* See the attached sample for proper format. Annotated Bibliographies not in the proper format will not be accepted.

RESEARCH SOURCE NOTES

MLA DOCUMENTATION OF THE SOURCE
(See the MLA Citation handout for how to do this properly):

4-6 Sentences SUMMARY OF SOURCE
(In your own words, what does this source say? Please Paraphrase.)

4-6 Sentences EVALUATION OF SOURCE
(Explain how this source will be used/useful to your answering your Guiding Research Question)

2-3 Sentences SOURCE CREDIBILITY (Explain and justify the reliability and credibility of this source)

DATA (Direct Quote/Paraphrase)	WARRANT (Explain how data answers your research question)
( )	
( )	

Formatting your Annotated Bibliography

1. Running Header (Last name and page number) in the upper right hand corner.
   a. <Insert>
   b. Header—Blank
   c. Right justify the cursor and type your last name
   d. <Header and Footer Tools>
   e. <Page Number>
   f. <Current Position>

2. Double Space the entire page

3. Header: (Should be left justified)
   a. Your Name
   b. English Teacher's Name
   c. Class Title and Period
   d. Date
   e. Hit enter once

4. Title: Should be centered
   a. Topic: An Annotated Bibliography
   b. Hit enter once

5. Entries: (Should be left justified with a hanging indent)
   a. Should be alphabetized by author's last name (or the first word of the entry)
   b. NO extra spaces between each entry
   c. MLA citation followed by annotation.
   d. See Sample

6. Annotations
   a. Follow immediately after the MLA citation.
   b. 4-6 sentences of Summary—put the source into your own words (PARAPHRASE)
   c. 4-6 sentences of Evaluation—explain how this will be beneficial to your research and project
   d. 2-3 sentences verifying source credibility—you will need to explain and justify to your audience that your sources are credible
   e. There should be no "paragraph breaks" between summary and assessment.
   f. See Sample

Mikayla Graham

Ms. Grant

11 English 2A

18 April 2012

Attainability of College: An Annotated Bibliography

"College Scholarships - Free Scholarship Grants Program." College Admissions - SAT - University &

College Search Tool. College Board, 2010. Web. 11 Oct. 2010. With so many different types of

scholarships it is important to understand the process. Identifying your interests and career

plans will help with the scholarship process. Scholarships can be found in many places varying

from local scholarships, various organizations, small businesses, large corporations, to the

institution to which a student hopes to attend. Contacting the local State Department of

Education is a great way to look for additional scholarships. While this article doesn't have a

specific author attached to it, the College Board is a not-for-profit organization designed to

provide future students with information about scholarships. The College Board is a reference

tool designed to help teacher of AP courses as well as the students. The President of the

organization has credentials to be an authority on this topic; he has served as governor of

West Virginia, helped rewrite the SAT, and helped develop AP programs in underprivileged

schools.

"Federal Work-Study (FWS) Program." Ed.gov. US Department of Education, 2009. Web. 11 Oct. 2010.

Work-study programs offer qualifying students the opportunity to work off part of their

college tuition through employment on campus. The students must qualify for financial aid as

determined by the FAFSA. Campus jobs must pay at least the federal minimum wage. This

website is published by the US Department of Education, which designs, manages, and

regulates all such programs, and is therefore not only reliable, but probably the most reliable source for this information. The US Department of Education creates federal financial aid policies for the nation. As a website run by the government (it's a .gov site), it is reliable, even though it is not signed by an individual author.

Weston, Liz Pulliam. "How much college debt is too much?" MSN Money. 11 January 2008. Web. 7 October 2010. Weston's article cautions students to be prudent and not overextend themselves or their parents when making plans to pay for college. Instead of borrowing upwards of $21,000 (the national average debt of a graduating college student), Weston suggests grants, work-study, and widening your choices in schools as viable options to debt. She also advises college students and their families against tapping into the equity of existing properties, as the interest rates are traditionally higher on second mortgages than on educational loans. In "How much college debt is too much?", Weston advises potential college students to weigh all options before taking out loans, cautioning students of the negative impact and effects repayment of the loan can have on the student's future. So often, loans appear to be the easiest and simplest way to pay for college, but actually can have a long lasting, negative impact on the student's post-college life and finances. Weston has written multiple books on the subject of finance, including Easy Money: How to Simplify Your Finances and Get What You Want Out of Life and winner of the 2007 Clarion Award for online journalism, she exclusively writes for MSN Money.

Although there are three examples of annotated sources, please remember that **FIVE annotations are required to meet the minimum standard**

MLA Citation Reference
*If you cannot find your citation here, please consult an MLA handbook or
http://owl.english.purdue.edu/owl/resource/747/01/

Book:
First or single author's name is written last name, first name. The basic form for a book citation is:

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

Carré, John le. The Tailor of Panama. New York: Alfred A. Knopf, 1996. Print.

Book with More Than One Author:
First author name is written last name first; subsequent author names are written first name, last
name. Follow the same format as above.

Gillespie, Paula, and Neal Lerner. The Allyn and Bacon Guide to Peer Tutoring. Boston: Allyn, 2000.
    Print.

Article in Reference Book:
For entries in encyclopedias, dictionaries, and other reference works, cite the piece as you would any
other work in a collection but do not include the publisher information since reference works are well
known. Also, if the reference book is organized alphabetically, as most are, don't list the volume or
the page number of the article or item.

"Ideology." The American Heritage Dictionary. 3rd ed. 1997. Print.

Article in a Magazine:
Cite by listing the article's author, putting the title of the article in quotations marks, and underlining
or italicizing the periodical title. Follow with the date and remember to abbreviate the month.
Medium of publication.

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

Poniewozik, James. "TV Makes a Too-Close Call." Time 20 Nov. 2003: 70-71. Web.

Buchman, Dana. "A Special Education." Good Housekeeping Mar. 2009: 143-8. Print.

Article in a Periodical:
Cite a newspaper article as you would a magazine article, but note the different pagination in a
newspaper. If there is more than one edition available for that date (as in an early and late edition of
a newspaper), identify the edition following the date (e.g., 17 May 1987, late ed.).

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." Washington Post 24 May
    2010: 56. Print.

Online Periodical:

Online periodicals include both the name of the website in italics and the website publisher. If no publisher is listed, use N.p. to denote no publisher name given. Follow with date of publication, Web as medium of publication, and date of access.

Lubell, Sam. "Of the Sea and Air and Sky." New York Times. New York Times, 26 Nov. 2011. Web. 1 Dec. 2011.

Online-only Publication (DATA BASE):

For articles that appear in an online-only format or in databases that do not provide a page number, use the abbreviation n. page. for no pagination. End the citation with the medium of publication, Web, and the date of access.

Kessl, Fabian and Nadia Kutsche. "Rationalities, Practices, and Resistance in Post-Welfarism. A Comment on Kevin Stenson." Social Work & Society 6.1 (2008): n. page. Web. 10 Oct. 2011.

Page on a Web Site:

For an individual page on a Web site, list the author if known, followed by the information covered above for entire websites. Remember to use n.p. if no publisher name is available and n.d. if no publishing date is given.

"How to Make Vegetarian Chili." eHow.com. eHow, n.d. Web. 24 Feb. 2012.

Columbia High School
SENIOR PROJECT ANNOTATED BIBLIOGRAPHY RUBRIC

	ABOVE PROFICIENT	PROFICIENT	BELOW PROFICIENT
RELIABILITY & CREDIBILITY OF SOURCE	♦ **Expertly** explains and justifies the reliability AND credibility of all FIVE sources ♦ Obvious understanding of credibility	♦ Explains and justifies the reliability AND credibility of all FIVE sources ♦ Clear understanding of credibility	♦ Explains (or attempts to explain) the reliability OR credibility of some sources ♦ There may be some sense of incompleteness or of not understanding the credibility of the sources
SUMMARY & EVALUATION	♦ 6-8 sentences of **paraphrased** summary that explains the content of the source ♦ 6-8 sentences of evaluation that explains how the source is beneficial to the research and project	♦ 4-6 sentences of **paraphrased** summary that explains the content of the source ♦ 4-6 sentences of evaluation that explains how the source is beneficial to the research and project	♦ Less than 4 sentences of **paraphrased** summary that explains the content of the source ♦ 4-6 sentences but the Information may not be paraphrased ♦ Less than 4 sentences of evaluation that explains how the source is beneficial to the research and project
FORMATTING	*This criterion is either PROFICIENT or BELOW PROFICIENT. There is no advanced option.*	♦ 12 point Times New Roman font ♦ Double-Spaced (NO extra spacing between entries) ♦ Correct Running Head ♦ Correct Heading ♦ Title ♦ Hanging Indents ♦ 1" Margins ♦ Alphabetical Order	♦ Is not 12 point Times New Roman font ♦ Is not Double-Spaced or has extra spacing between entries ♦ No Running Head or is incomplete (no name or no page number) ♦ Heading is incorrect, either in order or is lacking information ♦ No Title ♦ Indents are not hanging ♦ Margins are not 1" ♦ Entries are not in Alphabetical Order
PUNCTUATION	*This criterion is either PROFICIENT or BELOW PROFICIENT. There is no advanced option*	♦ Citation is punctuated exactly as it should be based on MLA formatting guidelines – See MLA 7th Edition Formatting Source Sheet for guidelines	♦ Citation is not punctuated correctly based on MLA guidelines – See MLA 7th Edition Formatting Source Sheet for guidelines
ORDER OF ELEMENTS	*This criterion is either PROFICIENT or BELOW PROFICIENT. There is no advanced option*	♦ Citation is in exact order of elements (ex: author name, title, place of pub., publishing company, year of publication, and medium) depending on the type of source	♦ Citation is not in order of elements (ex: author name, title, place of pub., publishing company, year of publication, and medium) depending on the type of source
COMPLETION OF ENTRIES	*This criterion is either PROFICIENT or BELOW PROFICIENT. There is no advanced option*	♦ Citation has all required elements for the type of source provided (see above elements or refer to MLA 7th Edition)	♦ Citation does not have all required elements for the type of source provided (see above elements or refer to MLA 7th Ed)
STRUCTURE	*This criterion is either PROFICIENT or BELOW PROFICIENT. There is no advanced option*	♦ Each annotation is completely free of grammatical or structural errors	♦ One or more of the annotations has grammatical or structural errors

Annotated Bibliography is: ABOVE PROFICIENT   PROFICIENT   BELOW PROFICIENT

Columbia High School
SENIOR PROJECT RESEARCH PAPER

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. Using your Annotated Bibliography research you will answer your Guiding Research Questions in an essay. The answer to your questions should become your thesis statement. Since the research essay will be completed before you finish your project, this should be outside information on your topic, NOT a reflection on your project or the work you are completing. Your sources should be what you have already read and cited in your Annotated Bibliography.

A research essay SHOULD BE a way of communicating an idea, not just facts. You should take an authoritative stance and present both the factual information and an interpretation of those facts as you answer your Guiding Research Question.

A research essay SHOULD NOT BE a simple report on your topic or contain a list of random facts. It should not be borrowed or taken from anyone else's words, thoughts, or ideas.

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 the guiding questions laid out in your Project Proposal
* 3-5 pages of written text
* 5 source minimum
* Typed ~ MLA format
* Annotated Bibliography
* Follow CHS writing curriculum (CDW Format)
* A thesis that answers your guiding question
* 6-8 pieces of Data with accompanying Warrants from the research you collected on your Annotated Bibliography, properly cited

Topic: Explore an issue related to your topic (project) that requires an argument and/or a solution. Your paper should respond to a guiding question that you pose at the start of research. Your paper should be a thoughtful discussion that cites current and credible research to support your claims.

Writing Process Steps:

Guiding question for research paper- Due to Advisor ---------------------------------- Wed, Sept 5th
2 research source sheets, working bibliography- Due to Advisor -------------------- Wed, Sept 12th
4 total source sheets, working bibliography- Due to Advisor ------------------------- Wed, Sept 19th
6 total source sheets, working bibliography- Due to Advisor ------------------------ Wed, Sept 26th
Completed Biblio. & Rough Draft- Outline- Due to Advisor -------------------------- Wed, Oct 3rd
Typed rough draft- Due to Advisor --- Wed, Oct 10th
Revise with Advisor -- Wed, Oct 17th
Final paper & annotated bibliography-Due to Advisor -------------------------------- Thurs, Oct 18th

Example guiding questions and research papers:

If your project has something to do with kids and sports you could ask:
  ✳ How can starting kids in city athletic programs build healthy habits?
  ✳ How can kids experience activity in low-income neighborhoods?
  ✳ Why should coaches and parents learn more about concussions?

If your project has something to do with a talent or an art such as photography, you could ask:
  ✳ What is the employability for a career in this field in the 21st century?
  ✳ How can this art form be used to heal or help society?
  ✳ Why should schools keep these programs during financial cuts?

Any of the above questions would lead you to a research paper that would require very current evidence and research. These questions should lead to a discussion that you are required to support.

You have a lot of freedom in choosing your guiding question. Here are a few pointers to help you best get started.

  ✳ Choose a current issue- This will allow for good, current source work and make your paper more relevant.
  ✳ Ask your mentor- Your mentor works in the field of your interest, ask what they think is an important issue that needs discussion.
  ✳ This is not a report- Remember you must argue/discuss an issue, do not simply report on a topic or issue* Wikipedia already does that*

Columbia High School
SENIOR PROJECT RESEARCH PAPER RUBRIC

	ABOVE PROFICIENT	PROFICIENT	BELOW PROFICIENT
THESIS	◆ Answers the Guiding Research Question ◆ Reader understands the question being answered and the author's opinion on the topic ◆ Extremely clear, challenging and interesting	◆ Answers the Guiding Research Question ◆ Reader understands the question being answered and the author's opinion on the topic ◆ Clear and interesting	◆ Does not address a Guiding Research Question ◆ Merely a statement of fact, lacking the author's opinion ◆ 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 clear and focused claims that help to answer the thesis statement ◆ Structure of paragraph is extremely organized and coherent ◆ Paragraphs are in a logical order	◆ Include claims that help to answer the thesis statement ◆ Structure of paragraph is organized and coherent ◆ Paragraphs are basically in a logical order	◆ Claims are 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
DATA (Quotes/Paraphrases)	◆ 6-8+ pieces of data ◆ Perfectly relevant to supporting the thesis statement ◆ Introduce and discussed smoothly ◆ Add to the meaning of the essay ◆ Documented correctly in MLA format	◆ pieces of data ◆ Basically support the thesis statement ◆ Attempts to introduce and discuss ◆ The connection to meaning of essay can be seen ◆ Documented correctly in MLA format	◆ Fewer than 6 pieces of data ◆ Do not support or is unclear how they support the thesis statement ◆ Connection to the meaning of the essay is unclear or missing ◆ Not documented correctly in MLA format
WARRANTS	◆ Author's ideas are clearly expressed, interesting, and relevant to thesis ◆ Evocative examples	◆ 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 ◆ Leaves the reader thinking about the topic and position presented	◆ 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
PROFESSIONALISM	◆ Complex sentences ◆ Word choice and vocabulary appropriate and challenges audience ◆ No grammatical and spelling errors ◆ 12 pt., Times New Roman font	◆ Complex 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

Research Essay is: **ABOVE PROFICIENT**   **PROFICIENT**   **BELOW PROFICIENT**

Columbia High School
SENIOR PROJECT VERIFICATION LOG & REFLECTION JOURNAL

You will keep a Project Log 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 regularly by your advisor.

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. If your mentor is willing, have him/her jot notes and sign your time. Don't put this off. Write while it is fresh. When your advisor reviews your log, they may pose questions to you where you will need to respond. Please make sure to add as much narrative as possible, as this will become beneficial to you when you are putting together your presentation and writing your final reflection journal. Summary narratives and logs that are faked at the end are seldom satisfactory.

Your reflection journal will be completed as a final piece of evidence to include in your portfolio. This will require you to reflect on your process, as well as indicate areas of strength and possibly areas of weakness. Keeping accurate records of your process will prove to be invaluable to this final reflection journal assignment.

Columbia High School
MENTOR HOURS VERIFICATION LOG

Student Name: _____

Project Topic: _____

Mentor Name: _____

Log & Reflection #_____

Date of Meeting: _____   Amount of Time Spent:_____

Activity/Item Discussed: _____

Any suggestions: _____

I have met with the student named above for the purpose of discussing his or her senior project.

_____
Mentor Signature

Student Reflection of meeting or experience (1 Paragraph minimum):

Log & Reflection #_____

Date of Meeting: _____   Amount of Time Spent:_____

Activity/Item Discussed: _____

Any suggestions: _____

I have met with the student named above for the purpose of discussing his or her senior project.

_____
Mentor Signature

Student Reflection of meeting or experience (1 Paragraph minimum):

Columbia High School
MENTOR HOURS VERIFICATION LOG

Student Name: _____

Project Topic: _____

Mentor Name: _____

Log & Reflection #_____

Date of Meeting: _____   Amount of Time Spent:_____

Activity/Item Discussed: _____

Any suggestions: _____

I have met with the student named above for the purpose of discussing his or her senior project.

_____
Mentor Signature

Student Reflection of meeting or experience (1 Paragraph minimum):

Log & Reflection #_____

Date of Meeting: _____   Amount of Time Spent:_____

Activity/Item Discussed: _____

Any suggestions: _____

I have met with the student named above for the purpose of discussing his or her senior project.

_____
Mentor Signature

Student Reflection of meeting or experience (1 Paragraph minimum):

Columbia High School
SENIOR PROJECT FINAL REFLECTIVE JOURNAL

Student Name: _____   Date: _____

Research Topic _____

Describe your project/product IN DETAIL:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What are three things you learned from working on this project/product?

1. _____
_____
_____
_____

2. _____
_____
_____
_____

3. _____
_____
_____
_____

What challenges did you encounter in doing this product/project? How did you overcome them?

_____
_____
_____
_____
_____
_____

What would you do differently if you could start over?

_____
_____
_____
_____
_____

What is the most important skill or piece of knowledge you have acquired during the product/project phase?

_____
_____
_____
_____
_____

What did you learn about yourself through this product/project?

_____
_____
_____
_____
_____

How would you evaluate your work on this project? Did you meet your own expectations or not? Justify your response.

_____
_____
_____
_____
_____

_____   _____
Signature   Date

Columbia High School
SENIOR PROJECT PORTFOLIO

Your Portfolio is a physical record and documentation of the work you have done for your Senior Project. The contents serve as evidentiary documentation of the process you have undergone and the effort you have put forth. The Portfolio is a required part of your presentation and should be in the form of a 3-ring binder with eight dividers – one for each of the eight sections.

Be creative as you put your Portfolio together. Although all required items must be included (see Portfolio Checklist), there is room for your personal style and voice to be demonstrated.

Maintain your Portfolio regularly so that items do not get misplaced or damaged thus creating last minute stress. Make your Portfolio a work of pride.

Portfolios are due to your Advisor **2 Weeks BEFORE your Presentation** to Senior Project Panels. This will enable your Advisor to assign a Portfolio grade and return it to you in time for your Presentation.

Overall, the purpose of this Project Portfolio is as a reflection of your Senior Project process. It can contain a creative portion (as with a scrapbook), including pictures. (This will help you in the presentation component if you gather them as you go.)

Every time you work on your project you should be entering into your Project Portfolio. This will become your documentation of the time and effort you put into the project as well as a narration for you to reflect on after the project is complete.

SECTION #1: Project Proposal – This will contain your final Project Proposal Memorandum with proper signatures

SECTION #2: Mentor & Guardian Signature Form – This will show your initial mentor and parent/guardian signatures for your project

SECTION #3: Annotated Bibliography – This reflects the sources for your research findings used in your final draft of your research paper

SECTION #4: Research Paper – This is your final draft of your Guided Question thesis driven research paper with your annotated bibliography items as your sources

SECTION #5: Project Time Log – This will document the process you have laid out in your proposal. Include the following in each entry:
  ✴ date
  ✴ hours spent
  ✴ brief details of what you did for the day

SECTION #6: Project Reflection Journal – Here you will reflect on the process you laid out in your proposal. Include some or all of the following (or any other feedback you feel is appropriate):
  ✴ explain what you did and why you did it that way
  ✴ what you learned for your experience for the day
  ✴ what you learned from your mentor
  ✴ problems that came up and how you overcame them

SECTION #7: Mentor Evaluation – This will be the final evaluation from your mentor focusing on initiative, dependability, and resourcefulness

SECTION #8: Presentation Information – This is where you will provide your presentation outline, but will also include any evidence you will use during your presentation, including pictures, correspondence with your mentor, receipts, budget information, etc.
- ✶ Keep accurate records of the Senior Project Process and a collection of the paperwork for the evaluation of the project and evidence of the achievement along the Senior Project journey
- ✶ Letters of recommendations, photos, thank-you notes, etc.

PORTFOLIO CHECKLIST

Items should be fully completed and signed where appropriate. Portfolios cannot be graded without a completed research paper and 15-20 service hours documented.

Date Completed	Item	Advisor Initials
	Title Page with Name (this may be the cover of your Portfolio)	
	Table of Contents (unless appropriate—please try to keep items in the order listed here)	
	Approved Senior Project Proposal	
	Mentor Agreement with Parent Consent Form	
	Final Annotated Bibliography	
	Final Research Paper on top with subsequent drafts to follow	
	Time Logs—At least 15 Service Hours Documented	
	Reflective Journal	
	Mentor Evaluation Form	
	Additional items: Thank you notes, photos/pictures, notes, tickets, flyers, letters of recommendation, plans, calendars, timelines, outlines, receipts, lists of people/businesses contacted, artifacts from service, etc.	

Columbia High School
PORTFOLIO RUBRIC

✴ Portfolios cannot be graded without a completed research paper and 15-20 service hours documented.

✴ Portfolios must be turned in to Advisor for grading 2 Weeks Prior to Presentation.

✴ Portfolios will be returned to student for use in Senior Presentations.

	ABOVE PROFICIENT	PROFICIENT	BELOW PROFICIENT
CONTENT	♦ The portfolio accounts for the facts of the project. It explains the project. It tells the story of what the activities involved and the motivation for the project ♦ The student makes clear in great detail what was done, where it took place, how much time was invested and when it occurred. ♦ The portfolio comes across as very thorough and very accurate. *It is very interesting, and the reader learns a great deal about the project from it.	♦ Portfolio provides enough detail to give the reader a good grasp of what was done, where it occurred, when it was done, and how much time was invested. ♦ The portfolio comes across as reasonably thorough and accurate. ♦ It is readable, and gives the reader a good picture of the project.	♦ Portfolio entries are somewhat sketchy. It addresses some areas, but may lack detail in one or more, leaving the reader with questions about what was done, where, when, and how much time was spent. ♦ Perhaps the portfolio wasn't kept very faithfully along the way and seems as though the student is trying to fill in details now from memory. ♦ It is probably too brief to have much content at all.
REFLECTION JOURNAL	♦ The portfolio reflects thoughtfully on the value of the project, what was learned, the student's personal involvement, and what lasting value it had for the community. ♦ Descriptions reflect what went well, frustrations, surprises, etc.	♦ The portfolio reflects on the value of the project, what was learned, and the student's personal involvement and some value for the community. ♦ Descriptions are more concrete, but often cross into the evaluative.	♦ The portfolio make some attempt at reflection on the value of the project, but little thought was given to what was learned, and/or the student's personal involvement; it is spotty and/or superficial. ♦ Descriptions are conspicuously brief, with little to no attempt at reflection.
ORGANIZATION AND PRESENTATION	♦ It is logical, well organized, well labeled. Information is easy to find. It is in an attractive, businesslike format, appropriate to the contents. ♦ It is typed and shows effective editing and use of appropriate features built into the word processing software. It may be neatly written, especially if it is kept in a composition book or empty book. ♦ It may contain plentiful and well labeled illustrations, sketches, diagrams, or tables that enhance interest as well as providing detailed information.	♦ The portfolio is organized and easy to read; entries can be followed without difficulty. It is basically neat and businesslike. ♦ If typed, it shows attention to editing, using the basic features of the word processing software. It may be neatly handwritten. ♦ It may include effectively labeled and explained illustrative material to enhance interest and clarity: pictures, diagrams, tables.	♦ The portfolio does not give a good impression of organization. It may be less than neat. It is not as easy to read. It may have been kept "piecemeal" over time in various formats and now wants editing. ♦ If typed, lack of editing, using the basic features of word processing, may be an issue. If handwritten, penmanship may be an issue. ♦ Illustrative and supplementary material, if present, may not be labeled. It doesn't look as "finished" as it might.

Portfolio is: ABOVE PROFICIENT   PROFICIENT   BELOW PROFICIENT

Columbia High School
SENIOR PROJECT PRESENTATIONS

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

Your presentation is first and foremost an informative speech. All the tips and techniques you learned in speech class should help you here. Your panel will grade you using a specifically created presentation rubric, focusing on content, organization, delivery, and overall effect.

Your presentation should focus on:
1. What you did.
2. Why you did it.
3. What you learned.

Your research, your journal, any pictures or artifacts you have -- they all come together in your presentation, where you will formally show your Senior Project Portfolio.

PREPARING YOUR PRESENTATION
You will have a 20 minute time slot which includes set up, delivery, and take down of your presentation and visual aids. The presentation should be about 8-10 minutes given to a panel of patrons of the district, parents, faculty, and your advisor. 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 ready and friends to help you set it up so you won't lose speaking time.

You are required to use a multi-media presentation program, such as PowerPoint, Prezi, or something similar. A multi-media program will enhance the quality of your presentation. Additional items, such as 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:

* Tri-fold presentation panel
* Demonstration of a skill with props
* Objects, artifacts, models (note: weapons or other objects forbidden by school policy may not be brought to presentations, but must be represented pictorially or by other means)
* DVD (note: short video may be used to enhance your presentation, not used as a substitute for your presentation)
* Flipcharts
* Project photo albums
* Printed handouts

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 multimedia so that slides will be in the correct order. Your presentation should be polished. When you have finished speaking, be ready for questions from the audience about your project or your research.

SCHEDULING 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 arrangements.

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 not directly grade you, but your advisor will take their critique sheets into account to arrive at a grade. They will evaluate you on **how clearly and completely your presentation conveys your project. Appearance and over-all effect** are also important.

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 slacks. Exceptions, a job-specific uniform, for example, might be a necessary part of the demonstration itself, so therefore dress attire would not be appropriate. Teachers and panelists pay attention to this, and it can affect your grade.

Columbia High School
SENIOR PROJECT PRESENTATION RUBRIC

	ABOVE PROFICIENT	PROFICIENT	BELOW PROFICIENT
CHALLENGE	♦ Exceeds project expectations in terms of ambition and time. ♦ Evidence of new learning is prevalent. ♦ Project shows major commitment to learning and greatly challenges the student. ♦ Project was of great value to student, school, or community	♦ Meets project expectations in terms of ambition and time. ♦ Evidence of some new learning is prevalent. ♦ Project shows some commitment to learning and challenges the student. ♦ Project was of some value to student, school, or community.	♦ Does not meet project expectations in terms of ambition and time. ♦ Project was not clearly defined and does not appear to have challenged the student. ♦ Little or no evidence of new learning. ♦ Project value was unclear.
CONTENTS	♦ Expert knowledge of content demonstrated through generalizations, details, examples, and evidence. ♦ Content and explanations are well adapted to audience. ♦ Student was able to answer questions with detail.	♦ Average knowledge of content demonstrated. ♦ Content and explanations are suitable for your audience. ♦ Student was able to address all questions.	♦ Evidence of content knowledge is unclear, weak, or missing. ♦ Presentation is not delivered in a professional manner or appropriate for audience. ♦ Student was not able to answer questions.
PREPARATION	♦ Presentation is clearly planned, practiced and polished. ♦ Time is uniquely suited to each segment without exceeding the overall time limits. ♦ Visual aids are set up, cued and ready to use.	♦ Presentation shows planning and practice. ♦ Time is focused on each segment without exceeding the overall 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. ♦ 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. ♦ Volume was adequate for the room. ♦ 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/or distracting. ♦ Appearance too casual and inappropriate for audience.
ORGANIZATION	♦ Introduction is captivating. ♦ Sequence of presentation is logical and effective. ♦ Satisfying and strong conclusion. ♦ Uses flowing, natural transitions.	♦ Definite introduction and conclusion. ♦ Attention to organization is apparent. ♦ 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 is: **ABOVE PROFICIENT**   **PROFICIENT**   **BELOW PROFICIENT**