

MCPS Capstone

Big Sky High School Senior Project 2015/2016



“I am always doing that which I cannot do, in order that
I may learn how to do it.”

-Pablo Picasso

Student Name _____

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Components of the Senior Project

Research Component

- Use reputable sources both primary and secondary to complete your paper
- English classes work on this component
- **DUE: By December 11th**

Activity Field Experience

- The process of creating, organizing and completing your project.
- Completed on your own time
- During this component you will work closely with your Mentor.
- **DUE: By May 26th**

**PLAN
EXECUTE
EVALUATE
REFLECT**

Portfolio

- A physical record of all your work
- KEEP EVERYTHING (receipts, pictures of progress or events, forms, timelines, communication, etc.)
- A requirement for your presentation.
- **DUE: Last week of April**

Presentation

- Culmination of your Research, Activity, and Portfolio.
- 20 minutes, followed by Q&A to community and staff panel members
- Presentation is visual, and explains in depth the entire process of your project.
- **DUE: May 26th**

Welcome to the Senior Project!

There are several actions that you can take to help you accomplish your Senior Project goals:

- Maintain connections with your Senior Project mentor, your parents, your Senior Project advisor, and your teachers
- Regularly review the contents of this handbook
- Schedule regular meetings with your Senior Project advisor and with your Senior Project mentor
- Utilize the information about Senior Projects on the BSHS Website
- Consult the Senior Project coordinators about any problems that arise
- Document all progress and meetings concerning your Senior Project

First you should choose a topic you are passionate about and will keep you inspired for the entire school year. You will be required to complete all four Senior Project Components, working with the following people for your Senior Project:

Senior Project Advisor – The Senior Project Advisor is a BSHS staff member who will work with you throughout all components of the Senior Project and be available for consultation, problem solving and direction. **The advisor will approve your project proposal and monitor your activity component and assist you with the completion and evaluation of your portfolio.** Your advisor is also a great resource to help you prepare your presentation.

Mentor - Your mentor is neither a Big Sky staff member nor a relative, but is someone outside the school who has expertise in the field of your project topic. You are responsible for finding a mentor and, as part of the proposal process, returning a completed mentor contract to your advisor for inclusion in your portfolio.

Senior Project Coordinating Team – The Senior Project coordinators work with the seniors, the advisors, the BSHS staff members, the parents, the community, and the administration to guide each senior toward a successful Senior Project. The coordinators are also responsible for organizing and scheduling the presentations.

English Teacher – Senior English teachers guide you through the Senior Project research component during first semester Senior English. The research component includes a proposal, outline, and multiple drafts. You have the opportunity to continue to revise the research component until the Writing Assessment Team deems the paper “Satisfactory.” Help sessions are available throughout this process.

Government Teacher – Government teachers review Senior Project presentation requirements and guide you through the preparation for your presentation. They help prepare you for the presentation by teaching proper public speaking techniques and include a formal speech assignment aligned with Senior Project presentation requirements. Your government grade will include the following components of the Senior Project: The activity field experience (assessed by your mentor); the presentation (assessed by your panel members); and the reflection piece for each of the components.

Senior Project Review Committee – The Senior Project review committee will hear special requests and evaluate extenuating circumstances that affect any student’s Senior Project. This committee will convene as needed and make determinations on a case-by-case basis.

Frequently Asked Questions

Q: Can I use a project from one of my other classes for my Senior Project?

A: Yes. In most cases, you would need to significantly expand on a class project to turn it into a Senior Project. The Senior Project is completed over the course of your senior year. It represents a span of your learning; you will be asked to demonstrate that you have learned something more than you already knew. The Senior Project involves a learning stretch. The Senior Project is not something that can be done in a week, nor is it just a revision of something you have already turned in for a class.

Q: Is the Senior Project required for graduation from Big Sky?

A: Yes ☺

Q: How will the Senior Project be evaluated?

A: You will be evaluated in the four component areas:

1. Research Component (evaluated by Writing Assessment Team, grade given in English)
2. Activity Component (evaluated by your Mentor and Advisor)
3. Portfolio (evaluated by your Senior Project Advisor)
4. Presentation (evaluated by the community panel, PASS/FAIL record sent to Senior Project Coordinators to determine eligibility for graduation)
5. Capstone Project Verification (satisfactory completion of all components is verified by the Senior Project Review Committee)

Q: What if I am a student with special circumstances?

A: Special circumstances and modifications will be handled as follows:

- a. *Students with an IEP:* If you are a student who has an IEP, you are required to complete the Senior Project. Accommodations needed to complete the Senior Project will be addressed through your IEP process.
- b. *Transfer students:* If you are a transfer student to Big Sky before or during your senior year, you are required to complete a Senior Project. You will work with a Senior Project coordinator to plan and implement a Senior Project which can be successfully completed in the given time frame.
- c. *Extenuating circumstances:* If unusual circumstances should arise, they will be dealt with on a case-by-case basis by the Senior Project Review Committee.
- d. *Early graduates:* If you are planning to graduate early, you are required to complete a Senior Project. You should also meet with the Senior Project Coordinator early in your senior year so that you can set up a plan to complete all components by early graduation in January.

Q: Who pays for costs associated with my Senior Project?

A: You do. This is one of the things you must consider when you're planning your project budget. For example, instead of building a house that you designed, you could draw the blue prints and/or build a model of the house. Try not to let cost restrict your ideas for your Senior Project. Instead, use your imagination and discover a way to do your ideal Senior Project with minimal expense. Discuss your project budget with your parents, advisor and mentor.

Q: What happens if I fail English first semester?

A: The best answer to this question is: Don't fail English. However, if you do, here is what will happen:

- ❑ If you pass the class first semester but get an “Unsatisfactory” on your Senior Project Research Component, you will get an incomplete in English and you will have two weeks after the end of second quarter to revise your paper until it is satisfactory so the incomplete can be changed to a grade.
- ❑ If you fail the class but get a “Satisfactory” on your Senior Project Research Component, you will need to follow the district’s procedure for making up a failed class, but you will not need to do another Senior Project paper.
- ❑ If you fail the class and get an “Unsatisfactory” on your Senior Project Research Component, you will need to follow the district’s procedure for making up a failed class AND you will have to do your Senior Project paper independently.

Q: Can two or more students work together on a Senior Project?

A: On the activity field experience, yes. However, prior to the start of the activity field experience and in a letter to the Senior Project Coordinators, the student team must make a proposal that clearly differentiates each student’s responsibilities so that there is an equitable distribution of work. Additionally, each student must meet all the requirements of his or her individual Senior Project, write his/her own paper, prepare his/her own portfolio, and do his/her own presentation. If you plan to complete the activity component together with someone else, please plan carefully and work closely with your advisors to develop an acceptable Senior Project. Both students must meet with a Senior Project Coordinator prior to beginning the activity component.

Q: Will the government classes still require community service?

A: Yes. You can also incorporate your community service into your Senior Project. For example, you may want to learn about carpentry for your Senior Project; so you could work with Habitat for Humanity and help build a house. This would meet the requirements for your community service assignment and help you complete your Senior Project activity component. There are many ways to incorporate community service into a Senior Project, but it is not necessary to do so.

Q: Can I use my APS science project as a Senior Project?

A: You can. However, you still need to meet all the requirements of the Senior Project: the span of learning, the research component, the activity component, the portfolio, and the presentation. You will need to work closely with your Senior Project advisor to make sure that your project meets these requirements.

Q: Can I leave school to work on my project and/or meet with my mentor?

A: You can, providing you follow these rules:

- ✓ If you are under 18, you may leave campus only if your parent or guardian communicates with the attendance office.
- ✓ Use your senior study hall time wisely. Schedule meetings with your advisor and mentor. Work on your research. Get help on your research paper, your activity component, your portfolio, and/or your presentation during this time.
- ✓ You may leave school to work on your Senior Project during lunch or study hall period. Have a parent make arrangements with the attendance office to do so.
- ✓ You may not miss a class to work on your Senior Project. A mentor or advisor is not authorized to give you a pass to miss a class! (review your Senior Project contract!)

Planning

The ultimate goal of Senior Projects is that you:

- Complete a post-secondary worthy piece of writing (your research paper)
- Engage in a lengthy project that demonstrates a learning stretch
- Learn to organize, plan and complete necessary steps (forms, paperwork, etc.) to meet your goals
- Learn to communicate as a professional

A Learning Stretch is the process of garnering new information and/or skills over a period of time. You will learn above and beyond what you already knew, or you will learn something new entirely.

When considering a topic, think about:

- Investigating a career choice. **Example:** If you're interested in veterinary medicine, you might do a job shadow and perform related job related duties with a veterinarian.
- Extending your knowledge in an area that you already know about. **Example:** If you have acting experience, you could experiment with directing or set design.
- Trying something new. **Example:** If you've always wanted to scuba dive, get certified and perform a dive.
- Benefitting your community. **Example:** Plan and execute a fundraiser for a cause you believe in or make something such as a wooden bench or painting and donate it to an organization.

After choosing a topic, you will need to find a mentor who will help you plan and carry out your activity component.

- Mentor needs to be experienced in the area of study- at least 5 years
- Mentor should be 25 years or older
- Mentor cannot be a family member
- Mentor and student must review the "Mentor Information Sheet" from your handbook
- **Mentor must register as volunteer with MCPS and complete the steps for a background check as outlined by MCPS policy.**
- Mentor and student must communicate regularly to discuss the progress of the components of your Senior Project

If you're stumped for an idea about what to do for your Senior Project:

- talk with your Advisor
- talk with your parents or other family members
- talk with neighbors or family friends
- talk to experts in the field you are interested in
- look through magazines for articles that pique your interest
- think about what you might want to do for a career
- think about a hobby you would like to do or improve
- think about how you could make a difference in someone's life
- meet with a Senior Project Coordinator

Letter of Intent Requirements

The Letter of Intent is really the first step in moving forward with your chosen topic. This letter has two goals:

1. To help you refine and put in writing your ideas for your project.
2. To give your advisor a more in depth idea of your project so they can approve it and you can move forward.

DUE: this letter should be completed and handed to your Advisor NO LATER than September 18th.

Your advisor MUST have read your letter of intent before they sign off on your planned Senior Project, and sign Proposal Form 1

Requirements:

- Formal, Typed MLA Letter – 1 pg.
- Addressed to Senior Project Advisor
- Appropriate heading, date, salutation, body paragraphs, closing, and signature
- It is a formal letter describing:
 - a. Your topic of interest
 - b. The research process you will do.
 - c. The paper you will write.
 - d. The activity component you will develop and complete
 - e. The selection of your mentor.
 - f. A statement regarding your understanding of plagiarism.
- A grade for the letter is assigned in your English class.
- Have your advisor sign the letter, signaling they have read it and are prepared to move forward.
- Be sure to include a final copy and any drafts (proof of writing progress) in your Portfolio.
- The following page provides a sample format.

Letter Of Intent Format

Street Address

City, State and Zip Code

← Heading: writer's address plus the date followed by double space

Date (day, month, and year)

Your Advisor's Full Name

Your School's Street Address

City, State and Zip Code

← Advisor's full name and school address followed by double space

Dear Mr./Mrs./Ms. (Advisor's Name):

← Salutation to Advisor followed by double space

Paragraph I: Briefly introduce yourself and describe your general area of interest (art, history, music, sports, etc.). Describe why you selected this area. Transition into talking about your plan for your research paper.

Paragraph II: Clarify the specific research your paper will focus on. Incorporate some of the ideas you expect to cover and potential resources. Attempt to include a preliminary thesis statement for your paper, or at least the specific areas your plan to research. If your paper and project are closely related explain that connection. If they are not closely connected explain why you have chosen this area of research. Transition to your project by describing how you choose that topic area.

Paragraph III: Then describe your product: what it will be, who will be involved, potential cost, potential time commitment, and possible resources. **In this paragraph it is imperative that you announce your mentor by name and how you plan to work with him/her.** Also briefly explain what your mentor's expertise is in this field of study.

Paragraph IV: Explain your understanding of plagiarism and the repercussions of such an act. Make a statement of integrity: your firm adherence to a code of ethical values; your intention to do a competent and comprehensive job on your Senior Project. Also, compose a statement regarding your understanding that this letter is a self-generated contract for your Senior Project.

Respectfully,

← Double space before closing, four spaces follow the closing for your signature

← Your signature in ink and cursive

Your full name

← Your typed full name as you wrote it above

Advisor

Signature: _____

Advisor Contract

(DUE no later than Sept. 18th)

I have agreed to serve as an advisor for _____ during his/her Senior Project.
(Print Student's Full Name)

I understand that as a Senior Project advisor, I have the following responsibilities:

- ◆ Approve the student's project after reviewing the Letter of Intent
- ◆ Meet with the student at least once a month to discuss project and sign the monthly checklists.
- ◆ Sign Proposal Forms 1 & 2
- ◆ Provide feedback to the student about his or her Research Paper
- ◆ Guide the student through roadblocks they may experience while completing their project.
- ◆ Evaluate the student's portfolio.
- ◆ Discuss presentation structure and practice with student.
- ◆ Be available to the student for guidance and advice

Advisor Printed Name _____

Advisor Signature _____ Date _____

.....

I understand that as a Senior Project Advisee, I have the following responsibilities:

- ◆ Meet with my advisor, **every month**, to discuss progress and problems with my Senior Project and sign my checklists.
- ◆ During the editing stage, provide a copy of my Research Paper to my advisor for editing and feedback
- ◆ Complete required paperwork and share it with my advisor
- ◆ Practice my presentation with my advisor.

Student Signature _____ Date _____

Parent/Guardian Consent Form

Complete this form after you have selected an advisor. Give them a copy and put the signed copy in your portfolio. (Before the end of September)

- I am aware that “satisfactory” completion of the Senior Project, consisting of a research component, activity component, portfolio, and presentation is required to pass senior English and Government classes at Big Sky High School.
- I have read and understand the Senior Project Handbook.
- I have discussed the Senior Project with my son/daughter and believe that he or she understands the requirements of the project.
- I have reviewed all three completed parts of my son/daughter’s proposal forms.
- I understand that there may be costs associated with this project and that the student is responsible for these costs. Note: If cost is a problem consult a coordinator or adjust the project.
- I approve of the topic my son/daughter has chosen for his/her Senior Project, including his/her research paper and activity field experience.
- I approve of my son/daughter working with a variety of people, both on campus and off campus, to complete the Senior Project requirements. These people include, but are not limited to, BSHS teachers and staff and a community mentor.
- I understand that my son/daughter may need to go off campus during the school day to work on this project. If he/she is under 18, I understand that I have to make arrangements with the attendance office. Note: Off-campus work during the school day for the Senior Project is not required and should be respected in lieu of the requirements for other school work.

Parent/Guardian Name (please print)_____

Signature:_____ Date_____ Telephone_____

Public Relations Release

I give my permission for a photograph or video of my son/ daughter/ ward/ self (circle all that apply) to be used in the media, including newsletters, newspapers, magazines, future handbooks, etc. His / her / my name may also be used. I also give permission for any or all parts of his/her project to be used for either teaching or public relations purposes.

Date_____ X_____

Signature of student

Date_____ X_____

Signature of parent/ guardian

Note: All students must get parents to sign this form unless there is documentation the student lives on his/her own or is emancipated. Show this completed form to your advisor and then put it in your portfolio.

Senior Project Proposal Form Part 1: Research

Directions: Fill out this form completely.

- Have it approved and signed by your Advisor and English teacher.
- Submit it to the Senior Project Coordinators for final approval.
- Make a copy and put it in your portfolio. **DUE: End of September**

Student's First Name: _____ Last Name: _____

School ID#: _____ Advisor's Name: _____

English Teacher's Name: _____

1. Explain the subject area of your project, and provide a rough outline for what you plan to accomplish. Remember, you cannot *only* job shadow and watch someone do his/her job for your Activity Component. You must also do hands-on work!

2. What will be your learning stretch? What do you hope to know at the end of this process that you do not know now?

Advisor Signature: _____
Comments/Concerns?

3. Describe the focus or thesis of your Research Paper. What will you prove or defend with your research?)

English Teacher Signature: _____

Coordinator Signature or stamp: _____

Senior Project Proposal Form Part 2: Activity Field Experience

Directions: Fill out this form completely.

- Have it approved and signed by your Advisor and Government teacher.
- Submit it to the Senior Project Coordinators for final approval.
- Make a copy and put it in your portfolio. **DUE: End of October**

Student's First Name: _____ Last Name: _____

School ID#: _____ Advisor's Name: _____

Government Teacher's Name: _____

1. **Describe** in more depth (then Proposal Form 1) your Senior Project. Estimate hours (15 minimum) it will take you to complete the project.
2. List any possible **materials or resources** you will need to complete your Activity Field Experience:
3. Estimate (make an educated guess) **any costs** involved to complete your Senior Project:
4. Describe how you **plan to pay** for these expenses (job, parent help, etc.):

Government Teacher Signature: _____

Advisor Signature: _____

Coordinator Signature or stamp: _____

Senior Project Proposal Part 3: Mentor Contract

Directions: Fill out this form completely.

- Complete the information on both pages with your Mentor
- Student submits approved & signed contract to Senior Project Coordinator for final approval.
- Make a copy and put it in your portfolio (also a good idea for Mentor to keep a copy)
- **DUE: End of October**

Student's First Name: _____ Last Name: _____

School ID#: _____ Advisor's Name: _____

1. List **all** of the mentor's contact information:

• Mentor's First Name: _____ Last Name: _____

• Mentor's Phone Number/ (cell/business/home): _____

• Mentor's COMPLETE Address (Street/City/State/Zip):

Street: _____

City/State: _____ Zip: _____

• Mentor's Email Address:

• Explanation of the Mentor's **expertise or experience** with the topic

(college/degree/certified/self-taught/job/accomplishments): _____

• The Mentor's **number of years experience** with the topic: _____ years

2. The students' **goals** (accomplishments) for this Senior Project are:

A. _____

B. _____

C. _____

D. _____

E. _____

(More goals can be added if the student and mentor deem it appropriate)

3. The student's learning stretch is _____

3. I have completed the MCPS registration and background check for volunteers.

4. I agree to be this student's mentor:

Signature: _____ Date: _____

Coordinator Signature or Stamp: _____

Students:

Make sure all three proposal forms: Proposal Part 1 (research), Proposal Part 2 (activity) and Proposal Part 3 (mentor) are submitted to a Senior Project Coordinator.

You will receive an "Approval" notice from the Coordinator once all three parts have been submitted and approved.

All three forms are a requirement of the Senior Project and must be included in your portfolio.

Information for Community Mentor

Dear Community Mentor:

A Big Sky High School Senior is asking you to mentor him/her for the Senior Project. Other adults who will be supporting him/her throughout this process are the school advisor, the English teacher, the government teacher, and the Senior Project Coordinators.

As for your role in this process, the mentor is a community member with expertise related to the student's topic, and is chosen by the student to work with him/her throughout the activity component of the project. The activity field experience consists of a learning stretch in which the student demonstrates an academic study, completes a community service project, fulfills a career exploration, and/or produces a product.

The mentor is responsible for the following:

- ☐ developing a project plan and goals with the student
- ☐ completing Mentor Contract
- ☐ registering and completing a MCPS volunteer name-based background
*(steps for this process are detailed on the following page)
- ☐ meeting with the student throughout the project
- ☐ aiding and advising the student throughout the project
- ☐ verifying the time the student spends completing the project (you do not have to directly oversee every hour spent on the project but can verify the hours necessary to complete components of the project) by signing the Activity Time Log
- ☐ completing the Activity Field Experience Verification form

Student Information for your records:

Student's Name _____

Contact Phone Number _____

E-mail _____

School Advisor's Name _____

Contact Phone Number _____

E-mail _____

*** MCPS Registration Instructions for Volunteers:**

Student safety is a paramount concern in Missoula County Public Schools. Therefore, mentors must complete a name-based background check. *If you have already registered and completed a background check as a volunteer with MCPS (or completed a background check with one of our community partners), you do not need to register again.*

To initiate the volunteer process you must complete a few simple steps:

1. Please select the “volunteer resources” link from the MCPS website (www.mcps.k12.mt.us)
2. Next, select “volunteer registration” and complete the MCPS Volunteer Registration form and submit it online. You may also read and print the Volunteer Confidentiality Agreement here.
3. Finally, complete the Background Check form. This form must be mailed or hand-delivered to the Human Resource Office in the MCPS Administration Building at 215 S 6th St. W., Missoula, MT 59801.
4. There is a \$6.50 fee to complete the background check, and we ask that the mentor absorb this cost if possible. Please make checks for the processing fee out to MCPS and put the name of the person being background checked in the memo line.

If you have any questions, please contact the MCPS administration office.

Thank you for volunteering to mentor a Big Sky High School senior!

*There is no end to education. It is not that you
read a book, pass an examination, and finish with
education. The whole of life, from the moment you
are born to the moment you die, is a process of
learning.*

ACTIVITY FIELD EXPERIENCE EVALUATION

This form is required and must be completed by your mentor or significant person that you work with to complete your activity component hours.

Student's Name _____

Since most of the student's time spent on the activity component of this assignment has been outside of class, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate his/her activity component. Please keep in mind that this student's research paper has already been evaluated. This form refers to the activity component only.

1. Can you verify that the student spent at least 15 hours on his or her activity component?

Yes _____ No _____

Comments:

2. Have you seen the activity field experience at different stages of completion and not just the final phase?

Yes _____ No _____

Comments:

3. What successes have you seen this student achieve?

4. What specific problems did this student encounter and overcome?

Additional Comments or Observations:

Evaluator's Printed Name _____

Evaluator's Signature _____

Telephone _____ Date _____

Student Name: _____

PORTFOLIO EVALUATION FORM

This form to be completed by the Senior Project Advisor. After the portfolio is evaluated, the student submits it to a Senior Project Coordinator. The student will get it back the week before his or her presentation. Then the student presents it to his or her panel during the presentation, where it is part of the score for the presentation.

A. Organization includes:

- _____ 3 - Ring Binder
- _____ Tabbed/Labeled Sections
- _____ Cover Sheet of Portfolio
- _____ Table of Contents Sheet
- _____ Resume - updated

B. Section 1 Portfolio includes:

- _____ Portfolio Evaluation Form
- _____ Portfolio Reflection

C. Section 2 Forms includes:

- _____ Letter of Intent
- _____ Advisor Contract
- _____ Parent/Guardian Form
- _____ Proposal Part 1 – Research
- _____ Proposal Part 2 – Activity
- _____ Proposal Part 3 - Mentor

_____ **SATISFACTORY**

(All criteria has been meet)

_____ **UNSATISFACTORY**

(Missing one or more items)

Advisor's Signature:

Date _____

D. Section 2 Research Paper includes:

- _____ Clean, Typed Copy of Final Paper
(including thesis page, source analyses, outline, and essay with works cited)
- _____ Final Evaluation Form
- _____ Drafts of Paper with Evaluations
- _____ Research Paper Reflection

E. Section 3 Activity Field Experience includes:

- _____ Time Logs
- _____ Monthly Meeting Checklists
- _____ Proof of Progress/ Visual Elements of Activity Field Experience
- _____ Activity Field Experience Evaluation Form
- _____ Activity Field Experience Reflection

F. Section 5 Presentation includes:

- _____ Presentation Evaluation Forms (when you get them back after your presentation)
- _____ Copies of thank-you letters to panel member, mentor and others
- _____ Presentation Reflection (when you finish your presentation)

SENIOR PROJECT PRESENTATION REQUEST FORM

- Submit the completed form to a Senior Project Coordinator at the beginning of April.
- Without this form you will NOT be scheduled for a presentation time!
- The time and location of your presentation will be posted at the end of April.
- Meet with a librarian before your presentation to check that your software/equipment is functioning!!!
- Check your designated room before your presentation to check that it meets your needs

A. STUDENT INFORMATION – Print clearly!

Student's Full Name: _____

Research Paper Topic: _____

Activity Component: _____

B. **LOCATION** REQUEST FOR PRESENTATION DAY (check one)

- ☐ Regular classroom
- ☐ Outside location
- ☐ Other _____

C. **TIME** REQUEST FOR PRESENTATION DAY (check one)

- ☐ Any time is fine
- ☐ Morning presentation
- ☐ Afternoon presentation
- ☐ Specific time request _____

D. REQUEST TO **CHANGE** PRESENTATION DAY

- ☐ Reason for requested change:

- ☐ Other day and time requested: _____

****Any student requesting an alternative presentation date **must meet** with a Senior Project Coordinator.

E. Special **equipment** requests: (computer use/ projector/ T.V. / DVD/ CD player/ tables/easel/etc.- BE SPECIFIC about what you need!

F. OTHER NEEDS FOR PRESENTATION DAY (Please describe in the space below):

PRESENTATION EVALUATION

Student _____

Length of Presentation	Length of Q & A	Total Time

CONTENT/ORGANIZATION

Comments

Satisfactory

Unsatisfactory

1. Intro: Brief autobiographical sketch, purpose and clear plan stated	6	5	4	3	2	1
2. Ideas are well-supported and explained.	6	5	4	3	2	1
3. Application of learning (what was learned is clear, identify learning stretch)	6	5	4	3	2	1
4. Identifies relationship between research paper and fieldwork.	6	5	4	3	2	1
5. Organization (clear and easy to follow).	6	5	4	3	2	1

CONTENT TOTAL (30 POSSIBLE): _____

DELIVERY

1. Speech techniques (poise, posture, volume, enunciation, grammar, eye contact, gestures).	6	5	4	3	2	1
2. Dress (clean, attractive).....	6	5	4	3	2	1
3. Attitude (positive, appropriate).	6	5	4	3	2	1
4. Audio/ visual aids (appropriate to topic,. used well during presentation)	6	5	4	3	2	1

DELIVERY TOTAL (24 POSSIBLE)_____

QUESTION/ANSWERS

1. Quality of student responses to questions	6	5	4	3	2	1
2. Impromptu skills (fluency, confidence, thoroughness of answers).	6	5	4	3	2	1

Q/A TOTAL (12 POSSIBLE)_____

PORTFOLIO

1. Presented to Panel during the Presentation	6	5	4	3	2	1
2. Overall appearance.....	6	5	4	3	2	1

PORTFOLIO TOTAL (12 POSSIBLE)_____

EVALUATION: _____ SATISFACTORY (52-78) OR _____ UNSATISFACTORY (0-51)
Total Score
Total Score

ADDITIONAL COMMENTS:

PRESENTATION EVALUATION STANDARDS

(Criteria for scoring Senior Project presentation)

Presentation Evaluation Standards...

A Score of 1: Beginning

Struggling and looking for a sense of purpose or way to begin. Ideas and details **were insufficient** in that the field work and the paper were not easily understood and a connection was not established. The speech **was disorganized** and hard to follow. **Difficulty** with volume, clarity, and eye-contact. The speaker's language was **unprofessional**...mostly using slang and non-relevant terms. Not dressed or groomed for the occasion, **with no enthusiasm** and a negative attitude throughout the presentation. Not punctual and treated the audience with no respect. No visual aids...or aids that show little time or effort. Was unable to answer questions.

A Score of 2: Emerging

Moments that trigger evaluator's questions are few...ideas are buried. There **were some** ideas and details included. Not a clear connection, but **some brief** references to both the paper and the field work. **Loosely** organized. **Beginning to demonstrate** periodic command over volume, clarity and eye-contact. **Beginning to show** some control over vocabulary and grammar. Frequently uses slang terms.

A Score of 3: Developing

Speaker is **beginning to take control** with a presentation that is gaining a sense of purpose. There **were enough** ideas and details included so that the listener understood what the speaker did for the project. A **reasonably clear** connection between the paper and field work is made. The speech was organized with an introduction, body, and conclusion. Presenter **may have occasionally** used transitions and **partially demonstrated command** over volume, clarity and eye-contact. **Partially demonstrated control** over grammar and vocabulary. **Occasionally** used professional language.

A Score of 4: Maturing

Speaker **shows more confidence** and is about one rehearsal away from being a strong presentation. Ideas and details were chosen so that the **listener could easily understand** what the speaker did for the project and the connection between the paper and the field work. The speech was organized with **good transitions** between the introduction, body and conclusion. Speaker **usually** demonstrated command over volume, clarity, and eye-contact. **Usually** demonstrated control over grammar and vocabulary. The speaker **usually** used professional language and used very little slang.

A Score of 5: Strong

Speaker **is in control**, skillful shaping and directing of the presentation...evidence of fine-tuning. Ideas and details were **well-chosen** so that the listener easily understood what the speaker did for the project and the connection between the paper and field work. The speech was **well organized** with smooth transitions. Speaker demonstrated **consistent** volume, clarity and eye-contact. **Consistent** use of grammar and vocabulary. **Consistent** use of professional language and no slang.

A score of 6: Professional

Polished, controlled, and virtually free of errors. **Significant** research/preparation time is clear. The student **clearly communicated** his or her knowledge of the subject matter. A **clear connection** between the paper and field work is made. The speech is **clearly** organized and transitions were smooth and **enhanced** the presentation. The speaker demonstrated **full command** over volume, clarity, and eye-contact. Speaker demonstrated **full control** over grammar and vocabulary. Professional language was used at **all times** with no evidence of slang. Well dressed and properly groomed for the occasion, showing enthusiasm and a positive attitude throughout the presentation. The speaker was punctual and well prepared. The speaker treated the audience with respect. Visual aids clearly took **time and effort**. The student **adeptly** answered all questions posed by the audience and panel.

SEPTEMBER

- ☐ Write Letter of Intent (English teacher's due date _____)
- ☐ Establish Senior Project Advisor, provide Letter of Intent and **Complete Advisor Contract – put copy in portfolio**
- ☐ **Sign Parent/Guardian form – put copy in portfolio**
- ☐ **Complete Proposal Part 1: Research**
(English teacher signs, Advisor signs, Student gives form to Coordinator)
- ☐ Find a mentor & set up a meeting
- ☐ Complete Guiding Questions and Thesis (English teacher's due date _____)
- ☐ Update Time Logs for any hours spent on Activity Field Experience

NEXT STEPS / INCOMPLETE TASK(S) TO TAKE CARE OF BEFORE NEXT MEETING:

ADVISOR SIGNATURE _____ **DATE** _____

OCTOBER

- ☐ **Complete Proposal Part 2: Activity Field Experience**
(Government teacher signs, Advisor signs, Student gives form to Coordinator)
- ☐ **Complete Proposal Part 3: Mentor Contract** (Mentor signs, Advisor signs, Student gives to Coordinator)
- ☐ Complete Source Analyses (English teacher's due date _____)
- ☐ Work on Research Paper Drafts (English Teacher's due date(s) for draft(s) _____)
- ☐ Update Time Logs for any hours spent on Activity Field Experience

NEXT STEPS / INCOMPLETE TASK(S) TO TAKE CARE OF BEFORE NEXT MEETING:

ADVISOR SIGNATURE _____ **DATE** _____

NOVEMBER

- ☐ Have peers and significant adults edit paper (Advisor and Mentor are good people to help with essay – **keep track of all drafts and evaluations**)
- ☐ Complete Essay and Works Cited (English teacher's due date _____)
- ☐ Update Time Logs for any hours spent on Activity Field Experience

NEXT STEPS / INCOMPLETE TASK(S) TO TAKE CARE OF BEFORE NEXT MEETING:

ADVISOR SIGNATURE _____ **DATE** _____

DECEMBER

- ☐ Review final draft of Research Paper with Advisor
- ☐ Submit final draft of Research Paper to English Teacher
- ☐ **Put all other drafts of Research Paper in portfolio**
- ☐ Update Time Logs for any hours spent on Activity Field Experience

NEXT STEPS / INCOMPLETE TASK(S) TO TAKE CARE OF BEFORE NEXT MEETING:

ADVISOR SIGNATURE _____ **DATE** _____

JANUARY

- ☐ Discuss status of Research Paper with Advisor
 - Put evaluated Research Paper in Portfolio if paper is “satisfactory” – **include final evaluation rubric**
 - Revise Research Paper if paper is “unsatisfactory” and submit old and new versions for re-scoring
 - At end of first semester, if Research Paper is still “unsatisfactory,” an incomplete “I” grade is submitted for English grade (two weeks to revise after end of semester, then grade reverts to “F”)
- ☐ Discuss status of Activity Field Experience with Advisor
- ☐ Complete Research Paper Reflection Form (Advisor signs, then put form in portfolio)
- ☐ Update Time Logs for any hours spent on Activity Field Experience

NEXT STEPS / INCOMPLETE TASK(S) TO TAKE CARE OF BEFORE NEXT MEETING:

ADVISOR SIGNATURE _____ **DATE** _____

FEBRUARY

- ☐ Discuss status of Activity Field Experience with Advisor
- ☐ **Begin assembling Portfolio**
- ☐ Update Time Logs for any hours spent on Activity Field Experience

NEXT STEPS / INCOMPLETE TASK(S) TO TAKE CARE OF BEFORE NEXT MEETING:

ADVISOR SIGNATURE _____ **DATE** _____

MARCH

- ☐ **Complete Presentation Request Form**(Show form to Advisor, **student gives form to Coordinator by April 14th**)
- ☐ Create a Resume (Show to advisor, put resume in portfolio)
- ☐ **Continue to assemble Portfolio**
- ☐ Discuss status of Activity Field Experience with Advisor
- ☐ Update Time Logs for any hours spent on Activity Field Experience
- ☐ Begin planning for Presentation

NEXT STEPS / INCOMPLETE TASK(S) TO TAKE CARE OF BEFORE NEXT MEETING:

ADVISOR SIGNATURE _____ **DATE** _____

APRIL

- ☐ **Assemble the Portfolio** (consult the checklist)
- ☐ **Complete Activity Field Experience Evaluation form with Mentor** (Show to Advisor, put form in portfolio)
- ☐ **Complete Activity Field Experience Reflection** (Advisor signs, then put form in portfolio)
- ☐ Invite friends, family, mentor, advisor to Presentation
- ☐ Practice Presentation with friends, family, and Advisor
- ☐ Check out location and time for presentation
- ☐ **Complete Portfolio Evaluation Form with Advisor** (Advisor signs, then put in portfolio and turn in portfolio to Coordinators)
- ☐ Complete Portfolio Reflection (show to Advisor, put form in portfolio)
- ☐ **Turn in Portfolio to Coordinator by last school day of April!!!**
- ☐ Write Thank You Letters (show letters to Advisor, put letters in portfolio)

NEXT STEPS / INCOMPLETE TASK(S) TO TAKE CARE OF BEFORE NEXT MEETING:

ADVISOR SIGNATURE _____ **DATE** _____

MAY

- ☐ Remind friends, family, mentor, advisor of presentation location and time
- ☐ Practice for Presentation with friends, family, and Advisor
- ☐ Pick up evaluated Portfolio and bring it to Presentation
- ☐ Complete the Presentation (Presentation Date _____, Time _____, and Location _____)
- ☐ After the Presentation
 - **Put Presentation Evaluations in portfolio**
 - **Redo Presentation if necessary**
- ☐ Complete Presentation Reflection – have Advisor sign and then add to Portfolio.
- ☐ Complete Senior Project Verification Form (final meeting with Advisor, Advisor signs, student gives form to Coordinator)
- ☐ **Look forward to graduation!!!**

I've learned that people will forget
what you said, people will forget
what you did, but people will never
forget how you made them feel.

Maya Angelou

Student Name: _____

Senior Project Reflection: Research Paper

Use complete sentences and type the final draft of this reflection. The reflection should be honest, thorough, and edited. Place it in your Senior Project Portfolio **after** your Advisor has read it and signed off.

1. What **successes** and **challenges** did you experience throughout the Research Paper process?

Advisor Signature: _____

Student Name: _____

Senior Project Reflection: Activity Field Experience

Use complete sentences and type the final draft of this reflection. The reflection should be honest, thorough, and edited. Place it in your Senior Project Portfolio **after** your Advisor has read it and signed off.

1. What **successes** and **challenges** did you experience throughout the Activity Field Experience?

Advisor Signature: _____

Student Name: _____

Senior Project Reflection: Portfolio

Use complete sentences and type the final draft of this reflection. The reflection should be honest, thorough, and edited. Place it in your Senior Project Portfolio **after** your Advisor has read it and signed off.

1. What **successes** and **challenges** did you have while creating your Portfolio?

Advisor Signature: _____

Student Name: _____

Senior Project Reflection: Presentation

Use complete sentences and type the final draft of this reflection. The reflection should be honest, thorough, and edited. Place it in your Senior Project Portfolio **after** your Advisor has read it and signed off.

1. What **successes** and **challenges** did you have while preparing and completing your presentation?

Advisor Signature: _____

Capstone Projects

The foundation for the establishment of capstone projects is detailed in The Missoula County Public Schools' (MCPS) 21st Century Model of Education. MCPS recognizes that, in order to be college and career ready, students need to acquire and apply many skills. The capstone project represents the synthesis of the knowledge students have acquired and the skills they should demonstrate at the benchmarks of grades five, eight and twelve. The capstone project melds the students' interests and passions with their academic experiences. The capstone projects at grades five and eight introduce and develop the requisite elements which serve as precursors to the Senior Project, the culmination of the students' school experience.

Skills Outlined in the MCPS 21st Century Model of Education:

Student Outcomes

Determining the desired skills and competencies of students serves as the foundation for a 21st century teaching and learning initiative and includes dimensions of a 21st century student, those behaviors demonstrative of lifelong learning skills, a conceptual base, community and citizenship, and career development.

***Lifelong Learning Skills** are delineated as the ability to ask questions, think creatively and critically, and communicate effectively in an effort to develop new solutions, while working both collaboratively and independently. In order to be successful in demonstrating lifelong learning skills, students are called upon to continually take initiative and to pursue a course of frequent self-assessment and improvement.*

***Conceptual Knowledge** refers to the basic content knowledge and processes that provide students with a foundation to engage with other content areas, make connections between disparate subjects, and respond to new situations with the appropriate mix of inquiry, creativity, and knowledge. Technology, inquiry, and projects should facilitate the development of this knowledgebase.*

***Community and Citizenship** outline experiences that facilitate the development of a participatory population, including community service learning projects, research and discussion related to issues that are multifaceted in nature, and opportunities to both give and receive constructive feedback. Also outlined are the characteristics that constitute an active citizenry, including understanding of global issues, recognizing diverse values, and identifying the ethical issues inherent in decision making.*

***Career Development** conveys the skills that are required in the world of work and those experiences that enable students to both develop and showcase these competencies. These experiences include internships, externships and work-based learning through professionally-mentored projects.*

***Increased Student Engagement:** In the 21st century, students must feel connected to their learning and be engaged with projects and problems relevant to their world. Students need to see how their academic work applies to their future careers and experience opportunities to be active citizens and leaders in their communities.*

Essential Elements of Capstone Projects:

Rigor: Each student will engage in purposeful inquiry or research which challenges the student to think in complex ways, incorporates a synthesis of previous learning and provides a learning “stretch” for the student as appropriate for his/her developmental level. The question should require an analysis of information and/or explore potential solutions to a problem. Rigor is evident by the application of:

- information acquisition & literacy skills
- critical thinking skills
- problem solving
- creative, innovative thinking
- research skills
- project design

Relevance: The learner-driven process reflects a topic of interest or passion specific to the student. The capstone project may involve academic or career exploration; it may address a community need or global citizenship. Relevance takes into consideration:

- student aspirations (learner-driven)
- connections between and relationship within disciplines
- post-secondary education or career focus
- community need(s)

Relationship: Collaboration skills and connection to the community are critical in the 21st century. The capstone project reflects multiple levels of engagement with links to community resources, evidence of a mentor relationship and/or details of community networking. Relationship is characterized by:

- interpersonal/intrapersonal skills
- ability to work independently and interdependently
- ability to network within a community
- collaboration

Rhetoric: Students may demonstrate 21st century communication skills through a research paper with appropriate documentation, a portfolio and/or a presentation to an audience including display materials reflecting the incorporation of media/technology. Students shall show:

- effective communication (written and oral)
- the ability to write for a variety of purposes
- presentation skills

Real-World Application: The capstone experience provides a clear connection to meaningful life-long learning, college and career readiness/exploration, citizenship or a call to action. Real world applications reflect:

- responsibility, reliability & accountability
 - self-discipline
 - goal setting
 - flexibility and adaptability
- organization & time management

Research Component

The mastery of research techniques and the ability to organize, evaluate, and present information gained through research are necessary skills for many aspects in life. Knowing where to find relevant and credible information and how best to organize and present this information are valuable assets in any undertaking.

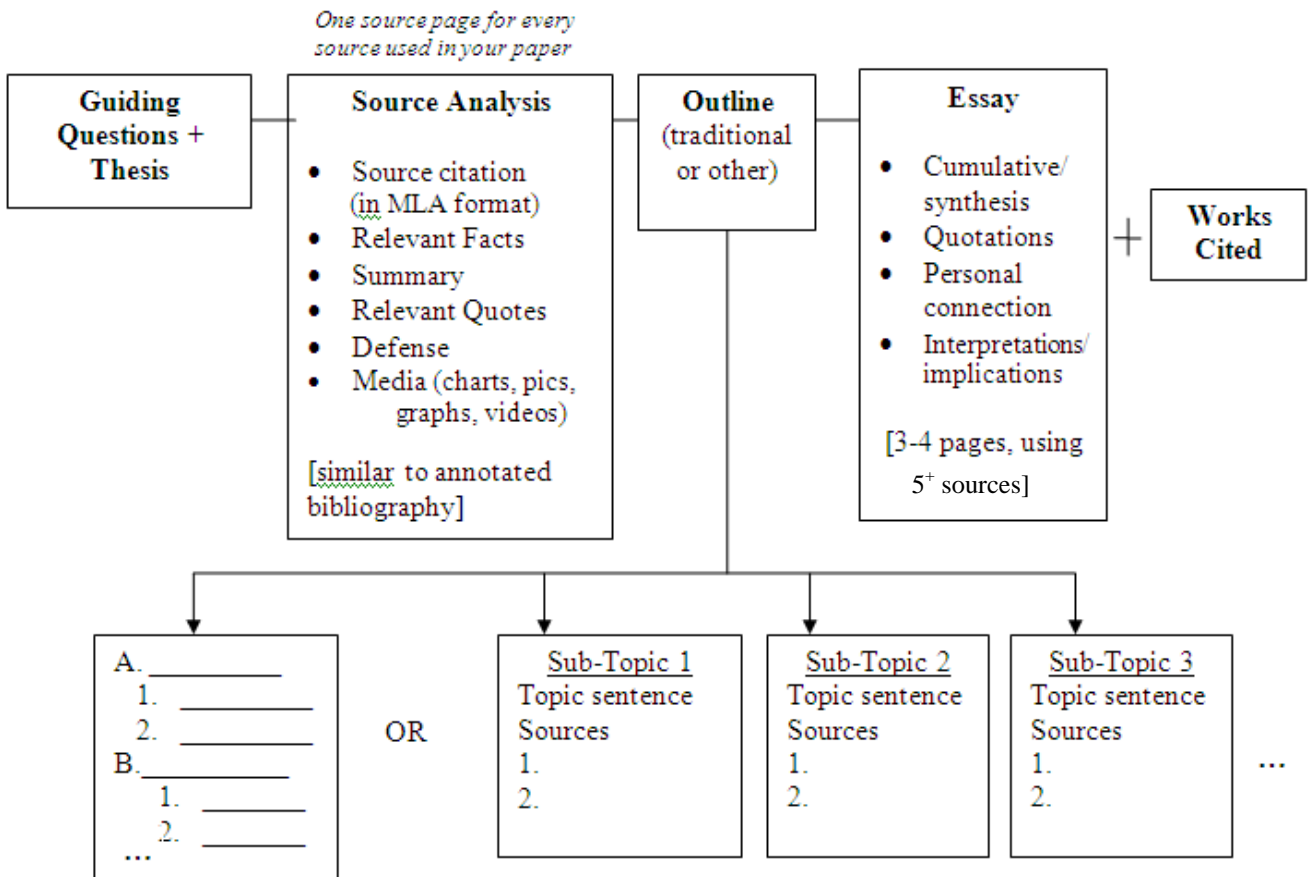
In **mastering research procedures**, students demonstrate the intellectual maturity level necessary to follow through on an extended assignment. The research topic offers an opportunity to search for and discover new information and to make use of this information to form judgments. As part of your Senior Project, you will create a multi-genre research component based on the research required to complete the chosen project.

Research refers to information gathered from work done by other people (journals, books, and other reference materials.) Research also includes sources such as interviews with experts or surveys you conduct yourself. A standard research paper is written in a neutral, third person voice and presents the information in a new light or from a new perspective. As author of a multi-genre research component, your task is to organize, report, and interpret a body of information based on the work of others.

The paper is an opportunity! It is an opportunity to become personally involved in the investigation of a topic that interests you. You are required to communicate to your advisor and to your presentation panel how your research paper is connected to your activity field experience.

You will have help! Your research component will be a significant part of your work in Senior English. In addition to the direct instruction and guidelines you will receive in English class, you will have the input of your Senior Project advisory, your mentor, and the feedback of the Writing Assessment Team. You can also consult a Senior Project coordinator for assistance with the writing process.

Research Paper Requirements & Guidelines



Integration is the use of one source in more than one sub-topic and using multiple sources within a paragraph.

- How many of your sources are used in more than one sub-topic?
- How many of your paragraphs use more than one source?

Research Paper Guidelines (continued)

- Use a standard 8½ x 11” letter sized paper
- Double-space the entire paper, including works cited
- Use a 1” margin on the sides, top and bottom
- Indent the first line of each paragraph by 5 spaces
- Use 12 characters per inch (CPI)
- Times New Roman font
- Addendum, charts, diagrams, works cited pages(s), and lengthy quoted passages (longer than four lines) do not count as part of the page minimum requirement
- Use MLA format
- Minimum of five sources
- Must have at least two primary sources
 - First hand information
 - Interviews you conduct
 - Surveys you conduct
 - Scientific notes
 - Literary works
 - Autobiographies
- Other sources can be secondary sources
 - Second-hand information
 - Textbooks
 - Reference books
 - Literary criticism
 - Any writing done that discusses a primary source
- Show evidence of progress - include all of your notes, outlines, and rough drafts in your portfolio as evidence of progress.
 - This will demonstrate the process you went through in writing your paper.
 - This will provide you with reference materials that you can use to re-check information, use in the future, or use to write your reflection piece..
 - Utilize a folder or organizational system with your English teacher to save the drafts.
 - Use charts, tables, graphs or illustrations if they add to the content of your paper, support or clarify your ideas, or make your paper more interesting.

Plagiarism is not acceptable!

Plagiarism is just plain cheating. It is using someone else's words or ideas in your paper as if they were your own. If you copy someone else's work on purpose, you know that it is wrong. However, if you do not understand how to cite another person's work and accidentally plagiarize, you may still get accused of cheating. This is one good reason to learn quotation mechanics and how to effectively use MLA.

The following examples should give you some ideas about the differences between research paper writing and plagiarism. First, here is an example of original reference material from Walter Allen's *The English Novel*, New York: Dutton, 1954, followed by three student versions. Only Version C is correct!

Original material:

Wuthering Heights is the most remarkable novel in English. It is perfect, and perfect in the rarest way: it is the complete bodying forth of an intensely individual apprehension of the nature of man and life. That is to say, the content is strange enough, indeed baffling enough, while the artistic expression of it is flawless (Allen 223).

Student Version A:

The most remarkable novel in English is *Wuthering Heights*. It brings forth an individual apprehension of the nature of man and life; therefore, it is perfect in the rarest way. The artistic expression is flawless, but the content is strange, indeed baffling.

This is clearly plagiarized. The student has copied the original almost word for word, and there is no attempt to indicate what has been copied or where it was found.

Student Version B:

Wuthering Heights is a great English novel. It is perfect in the rarest way: it provides an individual apprehension of man's nature. The artistic expression is flawless, although the content is strange and baffling (Allen 223).

This is a little better, but it is still an example of plagiarism. Even though an attempt has been made to indicate the source, we cannot tell which words were copied directly. (Remember: just because you move the word order around a little or leave a word or two out, that does not make it *your* writing or *your* ideas. You still have to document.)

Student Version C:

Walter Allen insists that the "artistic expression" of *Wuthering Heights* is flawless (223). Allen admits that the content is strange and even baffling, but he argues that the novel is perfect because it accurately presents "an intensely individual apprehension of the nature of man and life" (223).

Here the student has correctly handled the use of the original. Some words are rephrased, but those taken word for word are clearly marked. Also, it is clear what source is being used.

- ❖ Plagiarism is using another person's ideas or words in your writing without giving him or her proper credit through documentation.
- ❖ All information that is paraphrased (or put in your own words) needs to be referenced.
- ❖ Every quotation must include a reference to the source. Introduce your speaker or source.
- ❖ Plagiarism will jeopardize successful completion of your paper.
- ❖ Consult with your English teacher for ways to avoid plagiarism in your paper.

Research Paper Evaluation Form

STUDENT: _____

Student must pass the “yes test” **before** the paper can be evaluated.

- | | | |
|-------------------------------------|------------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> no | Minimum 5 sources |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | At least 2 sources must be identifiable in text as primary sources |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | Introduction includes an identifiable thesis |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | Minimum 3 direct, relevant quotes (not paraphrasing) |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | All sources on the Works Cited page are referenced in the paper and all sources referenced in the paper are on the Works Cited |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | Identifiable conclusion |
| <input type="checkbox"/> yes | <input type="checkbox"/> no | MLA format is used (headings, margins, citations, works cited, etc.) |

Organization:

- | | | | | | |
|--|---|---|---|---|---|
| a. Inviting introduction includes a hook and a clear thesis | 1 | 2 | 3 | 4 | 5 |
| b. Sub-topics are clearly outlined and defend the thesis | 1 | 2 | 3 | 4 | 5 |
| c. Thoughtful transitions connect ideas | 1 | 2 | 3 | 4 | 5 |
| d. Sequencing is logical and effective and pacing is well controlled | 1 | 2 | 3 | 4 | 5 |
| e. Conclusion addresses the implications of the research | 1 | 2 | 3 | 4 | 5 |
| score : _____ (25 possible) | | | | | |

Ideas and Content

- | | | | | | |
|---|---|---|---|---|---|
| a. Paper is clear and focused | 1 | 2 | 3 | 4 | 5 |
| b. Sub-topics are developed thoroughly | 1 | 2 | 3 | 4 | 5 |
| c. Evidence and details support thesis and sub-topics | 1 | 2 | 3 | 4 | 5 |
| d. Paper includes several relevant quotations | 1 | 2 | 3 | 4 | 5 |
| e. Research sources are varied and well integrated | 1 | 2 | 3 | 4 | 5 |

score: _____ (25 possible)

Voice

- | | | | | | |
|--|---|---|---|---|---|
| a. Paper uses topic, details, and language to strongly connect with the reader | 1 | 2 | 3 | 4 | 5 |
| b. Writing reflects understanding and commitment to topic | 1 | 2 | 3 | 4 | 5 |

score: _____ (10 possible)

Word Choice

- | | | | | | |
|---|---|---|---|---|---|
| a. Language is specific and accurate | 1 | 2 | 3 | 4 | 5 |
| b. Use of active verbs, specific nouns, and lively modifiers energize writing | 1 | 2 | 3 | 4 | 5 |
| c. Striking words and phrases create imagery | 1 | 2 | 3 | 4 | 5 |

score: _____ (15 possible)

Sentence Fluency

- | | | | | | |
|--|---|---|---|---|---|
| a. Sentences are precise and enhance meaning | 1 | 2 | 3 | 4 | 5 |
| b. Sentences vary in length and structure | 1 | 2 | 3 | 4 | 5 |
| c. Quotations are incorporated smoothly into sentences | 1 | 2 | 3 | 4 | 5 |
| d. Sources are integrated throughout the paper | 1 | 2 | 3 | 4 | 5 |

score: _____ (20 possible)

Conventions

- | | | | | | |
|---|---|---|---|---|---|
| a. Paragraphs, margins, font size, and pagination are correct | 1 | 2 | 3 | 4 | 5 |
| b. Grammar usage is correct and tense is consistent | 1 | 2 | 3 | 4 | 5 |
| c. Punctuation, capitalization, word usage and spelling are correct | 1 | 2 | 3 | 4 | 5 |

score: _____ (15 possible)

MLA Format

- | | | | | | |
|--|---|---|---|---|---|
| a. Interior documentation of sources is thorough and correct | 1 | 2 | 3 | 4 | 5 |
| b. Works cited is properly formatted | 1 | 2 | 3 | 4 | 5 |
| c. Short and/or block quotes are properly formatted | 1 | 2 | 3 | 4 | 5 |

score: _____ (15 possible)

Comments:

Overall Score _____/125

☐ Satisfactory score is \geq 82 out of 125

☐ Unsatisfactory score is $<$ 82 out of 125

Activity Field Experience Requirements & Guidelines

- As you do your activity field experience, you will be asked to “stretch” your learning: intellectually, physically and/or emotionally beyond what you already know or can do. Stretch” learning is “new” learning and you will have to prove this throughout the year.
- Your activity field experience should be completed by the end of April to best be prepared for your presentation date.
- Your activity field experience will be hands-on experience that is related to your research.
- You must display or demonstrate your activity field experience during your Senior Project presentation in May.
- You must complete at least 15 hours of documented work for your activity field experience.
- Job shadowing can only count for a few of your required hours - you must perform the duties of the job you are shadowing or perform an activity that relates to it. For example, you could job shadow a pediatric nurse and do a fundraiser for Backpack for Kids. Note: some professional occupations will not allow you to perform the duties because of legal reasons.
- Your activity field experience may consist of more than one part or event.
- The “Activity Field Experience Verification Form” can be completed by your mentor or the person you did most of your activity component hours with. It is best if this person is your mentor, but sometimes you will work with a different person and consult only with your mentor.
- Keep records of what you do. You will include them in your portfolio as evidence of completion of your activity component. You could use more than one of the following methods for recording what you accomplish.
 - Maintain a documentation system (Time Logs)
 - Keep a journal
 - Write detailed notes on a calendar
 - Take pictures or video of your progress
 - Keep interview and research notes
 - Keep sales receipts
- Use calendars to set up a timeline; this helps with time management.
- You may use another project from a different subject area such as science and expand or modify it to fulfill the Senior Project requirements.
- You may be able to combine your activity field experience hours with community service hours. For example, you could research services available for the homeless and help out at a homeless shelter. Be sure to get approval from your government teacher to do this.
- Your activity field experience plan must be approved by the Senior Project Coordinators – this can be done through the Proposal Part 2 process.
- Monitor your progress . . . don’t fall behind. Procrastination has a price!

- Back up your files and disks; save all files to at least two different locations.
- A flash drive works well for backing up files.
- Keep your mentor in the loop; his or her expertise and wisdom are based on real life experience and are valuable. Meet or call your mentor on a regular basis.
- Keep your Senior Project advisor in the loop. Meet with your advisor monthly.
- Always...Demonstrate proof of progress!
- There are many options for your activity field experience. You might choose to:
 - **Make something:** for example, a painting, a model, an outfit, a computer program, a woodworking project, or an engine
 - **Perform something:** for example, a song, a dance, a documentary, or a fashion show
 - **Write something:** for example, a short story, a book of poetry, a short novel, newspaper articles, or a memoir
 - **Teach something:** for example, to children, to senior citizens, to a Little League team, or to your peers
 - **Explore a career:** for example, complete a job shadow and do something with the knowledge you gain such as teach a class or create a pamphlet or poster to be used by an organization
 - **Learn a new skill:** for example, take a class in photography, scuba diving, or watercolor painting

Your activity field experience is a wonderful opportunity to learn and grow. The sky is the limit!

Senior Project Time Log

Student's Name: _____

You may use this form (additional copies are online) or another method of documenting your hours for your activity field experience.

Date- write clearly the date you worked on your activity field experience



Date

--

Activity- Write clearly and specifically what progress you made for your activity field experience. Include who you worked with if applicable



Activity

--

Time- write clearly the amount of time you spent on your activity field experience



Time

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Date

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Activity

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Time

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Date

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Activity

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Time

Portfolio Requirements

Your portfolio is the final product of your Senior Project. It is the professional proof of your progress.

- Utilizes a 3-ring binder (a 1 inch or 1 ½ inch works best –depends on how much material you have collected over the year)
- Your cover page is on the front of the binder – must have all required information on it
- Contains 5 section dividers with tabs
- Provides completed materials in all 5 sections – see below
- Neat, clean and professional in appearance
- Includes any interesting information, artwork, or creative additions that will make your portfolio reflect your own style and personality
- Captions under photos
- Be creative and use your imagination!

Portfolio Contents

- Cover Page
- Table of Contents
- Resume
- Section 1: Portfolio
 - Portfolio Evaluation Form
 - Portfolio Reflection
- Section 2: Forms for planning stage
 - Advisor Contract
 - Proposal Part 1- Research
 - Proposal Part 2 - Activity
 - Proposal Part 3 - Mentor
 - Parent/Guardian Info Form
 - Letter of Intent
- Section 3: Research Paper
 - Clean, typed copy of final paper, including thesis page, source analyses, outline, and essay with works cited
 - Final evaluation form (optional)
 - Evidence of progress (drafts of paper, notes, sources, etc.)
 - Research Paper Reflection
- Section 4: Activity Field Experience
 - Any documentation about the process you went through when doing your field work: pictures, notes, receipts, etc.
 - Monthly Meeting Checklists
 - Time/Activity Log
 - Activity Field Experience Evaluation Form
 - Activity Field Experience Reflection
- Section 5: Presentation
 - Presentation Evaluation Forms (when you get them back after your presentation)
 - Copies of thank-you letters to mentor and others who provided assistance
 - Presentation Reflection (when you are finished with your presentation)

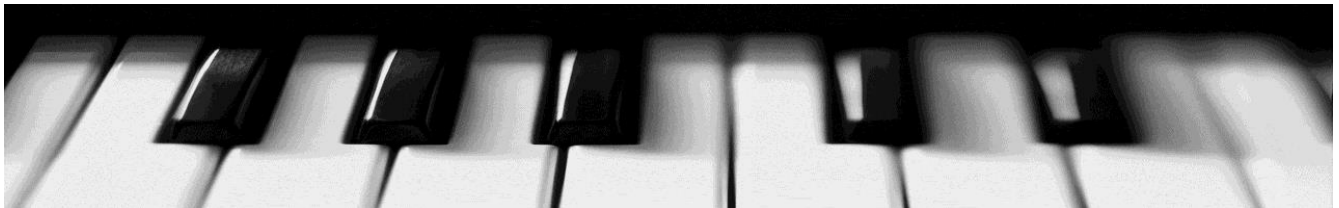
Senior Project Portfolio Cover Sheet

The cover sheet is a graphic representation of your research and fieldwork as related to your Senior Project. The requirements include:

- Size must be 8 ½ x 11 inches in size (standard paper size)
- Can be read portrait or landscape direction
- Must include:
 - a. Your **first and last name**- print in large size font so the panel members can see it clearly on the cover of your Portfolio
 - b. A **category** to represent your topic, such as forensic science, auto restoration, sculpture, pediatric nursing, sky diving, or environmental hazards
 - c. The **thesis** from your research paper
 - d. A sentence describing your **activity field experience**.
 - e. At least one **graphic** that is related to the topic – this can be hand drawn, computer generated, or a combination of both – remember to credit your source under any graphic you get from somewhere or someone else other than clip art provided in a word processing program
- Be creative! You may use scrapbooking supplies, a collage of various resources or a software program with graphics.
- See the sample of Alice Fiske's Portfolio Cover on the next page.

Alice Fiske

Thesis: Although Ludwig von Beethoven composed many musical pieces representing the Romantic era, his most exquisite was *Fur Elise* because of its complexity and variety of measures.



Source: www.fotosearch.com/clip-art/piano.html

Activity Component: I will help organize the Children's Spring Festival and perform *Fur Elise* on the piano at the festival.



Source: www.webweaver.nu/clipart/music/piano.shtml

Music
Senior Project

Senior Project Resumé Requirements

Your resume will need to be updated and included in your final, completed Portfolio. The resume needs to be typed, correct conventions (spelling, grammar, etc.) and formatted.

The Resume Wizard or the Big Sky High School Scholarship and Application Guide can be used for a formal structure and example ideas.

The resume should include, but is not limited to the following information:

- Name- complete, legal name
- Address- complete, legal address
- Contact Number/s
 - Include your home and cell numbers
- Objective- can be used to obtain a specific job or get into a college/vocational program
- Education- school you are graduating with a diploma from- Big Sky High School
- Work Experience – most recent listed first
 - Skills and Duties- list of specific skills and job related duties for each specific job that you have acquired to prove you are worthy of hiring or entering a school of higher education.
- Volunteer Experience
 - List of specific skills and related duties for each experience
- Honors or Awards
- Extra Curricular Activities
- References
 - Minimum of 3 references
 - Adults with work experience
 - No relatives!

Special Note: Be sure to get a qualified person to edit your resume such as your Senior Project Advisor, English teacher, librarian, favorite teacher, family member, current boss, or college student.

Presentation Requirements and Guidelines

- You have worked hard all year, and you finally have an opportunity to shine as you present your Senior Project to your panel. This component of the Senior Project may seem nerve-racking, but remember that people at your presentation want to hear what you have to say and see you succeed. There will be presentation help sessions to help you with public speaking techniques.
- A Senior Project coordinator will schedule and set up your Presentation. Your panel will consist of three to five teachers and community members.
- You may want to invite your family, your mentor, and any other people who have an investment of time and energy in your Senior Project. Underclassmen may be attending to learn from your project as well.
- Prepare your presentation – using note cards, Power Point, poster, etc.
- Review the Presentation Evaluation Form to understand the criteria.
- You will be scheduled for a 30-minute time slot, which allows approximately 20 minutes for your speech and 10 minutes for the question and answer time.
- Make arrangements with the coordinators and librarians in advance for special equipment such as tables, computers, VCR's, overhead projectors, etc.
- PRACTICE, PRACTICE, PRACTICE (this includes practicing with the equipment).
- **Prior to your presentation**
 - Check equipment well in advance, at least one day before your presentation
 - Arrive early
 - Introduce yourself to the judges
 - Hand the judges your portfolio
- **Presentation Introduction**
 - Introduce yourself to your audience—give your name and then tell a little about yourself
 - Make a general statement about the topic of your project
 - Share with the panel your reason for selecting the topic and your goals
 - Give a brief overview of your presentation
 - Explain the relationship between your research component and your activity field experience
- **Presentation Body**
 - Work from note cards if you wish. Organize what you want to say, but be able to talk from a note card. Don't try to memorize your presentation word-for-word.

- Give a brief explanation of the research you did.
 - Connect your research to the activity field experience. Talk briefly about what you learned when you did your reading and interviewing. If you can convince your panel that you see links between what you read and what you did for your activity field experience, the panel will see that you have been able to synthesize the work you did.
 - Discuss the activity field experience. This should be your biggest emphasis. Take the panel through what you did, step-by-step. Present any visual aids that you have and discuss them.
 - Tell the panel about any obstacles you faced and explain how you overcame them. Zero in on things you discovered that were unexpected, surprising, enlightening, or rewarding.
 - Talk about the people you worked with.
- **Presentation Conclusion**
 - Bring together what you learned. Are you satisfied with what you did and produced? Don't forget that "learning" can go beyond your project topic. It can also include any progress you might have made in terms of meeting deadlines, scheduling your time effectively, working with adults, taking responsibility for selecting and completing things independently, and so on.
 - Briefly acknowledge and thank those who supported you during your Senior Project: your advisor, your mentor, your parents, or anyone else who helped you in your efforts.
 - Hand-out the thank you letters or notes to your judges (have at least four prepared).
- **First Impressions:** Interesting subject matter isn't enough to guarantee the success of presentation. The speaker's appearance, posture, voice, eye contact, and gestures all contribute to the success or failure of a presentation.
 - **Appearance:** It is important to look good and dress appropriately. Think of presentations as a job interview and dress accordingly. Don't overdress; this isn't the prom. Dress comfortably so that you look and feel good without being flamboyant. Look professional! Recommended dress for males includes dress slacks and collared shirt. Suits are very appropriate. Recommended dress for females includes dress slacks with blouse. Dresses and skirts are very appropriate.



NO:
 T-shirts
 Baseball hats
 Spaghetti straps
 Strapless
 Holes in clothing
 Tight clothing
 Shorts
 Short skirts
 Too high of heels

- **Posture:** If possible, rest your notes on a desk or podium so that if you are nervous your notes don't quiver. Don't grab or lean on podium, lean or sit on the desk in order to give yourself a sense of security. Try not to pace, shift your weight from one foot to another, and jingle coins or keys. You don't want your audience to pay so much attention to unrelated movement that they lose track of what you're saying.
- **Eye Contact:** Eye contact establishes a connection with the audience. Scan the room, looking right, left, and center. Eye contact can be reciprocated from the audience.
- **Voice:** Your voice conveys emotion and meaning in addition to the topic-related content. Use your voice to get and hold your audience's attention. As you practice, think about:
 - **Pitch**-vary pitch to convey meaning. People with continually high-pitched, low-pitched or monotonous voices are hard to listen to. Record yourself while you speak and listen to the pitch of your own voice to see if it is pleasant and engaging. You may stress key points with pitch.
 - **Volume**-your audience must be able to hear you. Vary your volume so that everyone in the room can hear you at all times.
 - **Pronunciation**-make sure you can pronounce all the words in your presentation accurately. If you are unsure, or constantly stumble over certain words, write them phonetically on your note cards.
 - **Enunciation**-this refers to the clarity of your speech. Don't run words together or drop the ends of words. Watch out for continuous use of words that don't add to your presentation; for instance, as you practice, count the number of times you say "like" during your speech and try to eliminate that habit.
 - **Rate**-are you speaking too fast or too slow? Give your audience "think" time as you speak.
 - **Pauses**-don't be afraid of brief pauses and try not to fill them up with "uh," "okay," or "umm."
 - **Tone**-convey your enthusiasm for your topic with your tone of voice. Your tone will get your audience fired up about your topic.
- **Practicing Your Presentation:** Having good note cards and knowing your subject are still not enough preparation for an oral presentation. The more you practice, the more comfortable you'll be when you are standing in front of your audience. Use these methods to practice for your Presentation.
 - Work out the kinks in the practice presentation that you will do with your advisor.
 - Deliver your Presentation in front of a mirror; notice whether you are using gestures appropriately.
 - Record your speech to analyze the effectiveness of your voice.
 - Use a video camera to get a picture of what you look and sound like during your presentation.
 - Do a dress rehearsal in the actual presentation room. Time yourself. Use your visual aids. Have a friend be your audience and give you feedback.
 - To control anxiety, use relaxation techniques before your presentation. Take a few deep breaths before you begin speaking.

Sample Notecards for Presentation

Directions: Complete the text boxes- that will act as your note cards. Bullet the prompts under the bold sentence starters. Prompts (words that remind you what to say) should not be more than 3-5 words per line. Add text boxes if you need them.

1. INTRODUCTION

Welcome. Thanks for participating in my Senior Project. My name is:

-

I look forward to telling you about:

-

My work is recorded in this **portfolio...**

2. My **hobbies** are:

-
-
-

3. I **selected** this project because:

- Career, hobby, curiosity

4. The **highlight** about my experience doing this project is:

-

5. Today, I will **provide** you with information about

- List subtopics from your research paper
- Preview my **activity field experience**

6. My experience with the Senior Project begins with all my **research**. (this is a possible transition sentence)

7. BODY

The **SOURCES I used to complete my Senior Project include:**

- Books:
- Websites:
- Interview:
- Other sources:- businesses, clubs, organizations

8. While writing my **research paper** my **thesis** was:

-

9. Some of the **facts** I learned are:

- 1.
- 2.
- 3.
- 4.
- 5.

10. More **facts** include:

- 1.
- 2.
- 3.
- 4.
- 5.

11. Even more **facts** include:

- 1.
- 2.
- 3.
- 4.
- 5.

15. My **activity field experience** involved many steps. First I:

- 1.
- 2.
- 3.

12. The **facts** I learned from the **interview** are:

■

16.

- (more bullets for activity component)

13. My **overall opinion** of the research is:

■

17. CONCLUSION

In conclusion, my **learning stretch** is:

•

14. The **connection** between my research component and my activity field experience is:

■ Researching

■ To actually making/doing

18. The most **rewarding** aspect of the Senior Project

■

19. The obstacles (or problems) I encountered are:

-

20. The skills I learned will be beneficial for my future because I plan to...

- State the goal you have for your future career or life

21. I'd like to thank

- the panel;
- my mentor and
- my advisor
- parent

for helping me complete my Senior Project.

22.

Are there any questions?

Thank You Letter Requirements

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin

A Thank You Letter is a perfect opportunity to represent character and manners. It is important for you to pay respect to the people that are helping you reach our goals. People like to be thanked for the work they do.

Requirements:

- Thank You Letters should be legibly hand-written in ink, on a simple card or piece of paper with an envelope.
- Write a Thank you Letter to your Mentor, and have three copies of the same letter to give to Panel Members during your presentation.
- Address the letter professionally (Example: Dear Mr. Smith or Dear Panel Member,)
- Be heartfelt and meaningful with your words/thoughts
- Conclude the letter with a respectful salutation (Example: Sincerely, Respectfully)
- Provide your signature with an ink pen below your salutation
- Put a copy of each Thank You Letter (Mentor and Panel Member) in your Senior Project Portfolio (Section 5)

Mentor Letter

This letter should detail how the Mentor helped you, what you learned from them, and how you will apply your new knowledge in the future.

Panel Member Letter

Thank the member for volunteering their time to watch your presentation. Explain to them how you have grown and what you have learned throughout the Senior Project Process. Tell them what you plan to do with your new skills or knowledge and what your plans for the future are. Thank them again for supporting Big Sky High School students in this endeavor.

