

Trumbull Career and Technical Center

Senior Project Manual

2008-2009



“Learning is not a spectator sport. [Learners] do not learn much by just sitting and listening, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”

Chickering, A.W. and Z.F. Gamson. “Seven Principles for Good Practice.”
AAHE Bulletin. 1987, 3.

TRUMBULL CAREER & TECHNICAL CENTER



528 Educational Highway
Warren, OH 44483
Phone: 330.847.0503 Fax: 330.847.0339

Director
Dr. Karen Johnson










Senior Project Chairs:

Patti Krivosh
patti.krivosh@neomin.org

Melissa Sydlowski
melissa.sydlowski@neomin.org



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This symbol denotes forms that are required throughout this process



.Dear TCTC Senior and Parents or Guardians,

The Senior Project at TCTC was developed to provide an opportunity for students to demonstrate what they know and to showcase their achievement. Senior Project has been highly acclaimed and proven successful in many high schools across the country. The Senior Project is a fitting conclusion to a high school education. Through the project, students 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 a K-12 education because these are the very skills and abilities which students will be expected to exhibit in college and/or a career.

For 2009 graduates there are three distinct phases of the senior project.

- The first is a research paper. Students must research and document information on a subject of their choice within their career field-- a subject in which students have an interest, but are not already an expert. The research must be a worthwhile learning *s t r e t c h* – new knowledge gained outside the classroom. English teachers will be guiding students through the research paper, including help with topic selection, location of expert sources, proper documentation and the writing process*
- The second phase requires students to apply the information they have gained from their research to develop a product. The product may be an actual physical product, a performance, service or learning activity. There must be a clear relationship between the research and the product. Student should select a product within their financial budget, keeping in mind that they are not expected to spend money in order to complete the Senior Project. The program teacher will guide students through this phase with product selection, resources, expert advice, and time management.*
- The third phase is the development of a portfolio. Throughout the process various forms and assignments are required in order to keep students, teachers, and the senior project committee informed of progress. Students will be gathering these required forms and assignments in an organized three ring binder in English class.*

As part of the project, students are encouraged to obtain a mentor, an expert in their topic, to assist and advise them throughout the project. Obtaining a mentor is strongly recommended as it will add to the learning experience; however, a mentor is not required.

If students adhere to the guidelines, meet the deadlines, and put forth their best effort, they will know that they have been successful in a life-long learning experience.

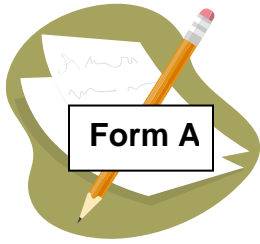
Good luck on this exciting endeavor,

TCTC Senior Project Advisory Committee

Why do Senior Projects?

Because Senior Projects will help you. . .

- model independent, lifelong, learning skills.
- apply competent basic skills.
- use effective evaluation skills.
- work successfully independently and interdependently.
- practice decision-making strategies.
- have a sense of self-confidence.
- recognize and understand systems.
- apply time management skills.
- meet challenges and deadlines.
- overcome obstacles.
- demonstrate responsibility, reliability, and accountability.
- recognize skills and abilities.
- be able to create a plan and follow through.
- understand the complexities, connections, and relationships within ideas and disciplines.
- celebrate personal successes and that of others.
- demonstrate ethical behavior.
- understand and demonstrate quality work.
- set and reach goals.
- be able to network within the community.
- maintain a sense of balanced perspective.
- enjoy learning.
- positively contribute to the community.
- be prepared to embrace life.
- be courteous and polite.
- feel empowered, valued, and capable.
- learn to problem solve.
- use and strengthen critical and creative thinking skills.
- communicate effectively



Senior Project Acknowledgement Form

Student: (Please Print) _____

Program: _____

As the parent or guardian of a senior enrolled at TCTC, I am aware that the Senior Project is required of my child.

I have carefully read through the Senior Project Student Handbook and understand the requirements of all phases of the Senior Project.

Finally, both my child and I understand that plagiarism is using another author's words or ideas without giving credit. I am aware that if my son/daughter plagiarizes any part of the research paper, he/she will receive a zero on the entire paper and will face the consequences as stated in the student handbook.

Parent/Guardian Signature: _____ Date _____

Student Signature: _____ Date _____

Home phone: _____ Work phone: _____

Email address: _____

Program Teacher Signature: _____ Date _____

English Teacher Signature: _____ Date _____

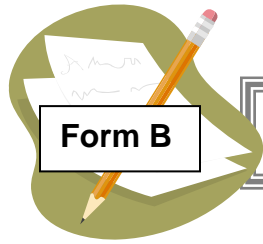
Student: Please return this completed form to your English Teacher by _____.

Topic Selection Guidelines

- **The research topic should be one in which you are highly interested, but not yet an expert.** If you have been a black belt in karate and have studied martial arts for many years, you probably already know a great deal about the subject of karate. **If you choose a topic that the subject matter may have been covered while taking classes at TCTC then such topics would not yield new learning for you and would, therefore, not qualify as a "learning stretch."**
- **The research topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable.** For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid courses, etc). On the other hand, a student choosing to research the Application of Band-Aids to Skin Abrasions would probably have difficulty finding enough information. A more reasonable topic might be *Lifesaving Techniques Used by Emergency Medical Technicians*.
- **The research topic should be one that is intellectually and creatively challenging.** Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the judges. The topic should represent an intellectual s-t-r-e-t-c-h for you and one that is worthy of investigation.
- **Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a service.** Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research topic around their product.
- **Avoid choosing topics that might involve expenses that you are not prepared to handle.** There is no required expenditure for the research or the product. If you do not drive, do NOT plan research that requires your going to distant locales; if you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.
- **Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by TCTC will not be approved.** For example, avoid experiments that are potentially explosive; stay away from activities such as handling poisonous snakes; steer clear of investigations of pornography web sites or other unsavory areas; do not connect your product to any type of weapon.
- **Primary research shows originality and intellectual maturity.** Choose a topic that will allow you to do a personal interview, survey, scientific experiment, etc. for research.
- **Before making your final choice, do some preliminary research.** Investigate your main areas of interest to be sure that you can locate abundant research material to complete your paper. This exploration might open new possibilities for your final topic.
- **Use good judgment when selecting your topic.** Not only must your topic be approved by your parents and your teacher, but your ultimate presentation must be appropriate for a review board of community and faculty judges. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected.

Please Note:

The Senior Project Advisory Committee and TCTC administration will review any topics/products deemed questionable for final approval.



Research Paper Topic Approval

Name: _____

Program: _____

Topic: _____

Student Signature: _____ Date: _____

Program Teacher Signature: _____ Date: _____

English Teacher Signature: _____ Date: _____

**Student: Please return this completed form to your English Teacher
by _____.**



Plagiarism and Misrepresentation

The most important part of any educational experience is academic honesty. For the most part, you control what you learn, and your ethics can shape your academic and career decisions. All of your teachers understand that cheating is possible, but you are responsible for being honest during the process. You are responsible for ensuring that you do not plagiarize and that you do not misrepresent yourself in any way.

What constitutes plagiarism?

- Directly copying (more than three words) from another source without using quotation marks and/or without giving credit to the author.
- Incorrectly citing or failing to cite your sources at appropriate times.
- Not paraphrasing the information completely or accurately.
- Using work that you have completed for another teacher without approval.
- Passing on your work to another student in another class.

What constitutes misrepresentation?

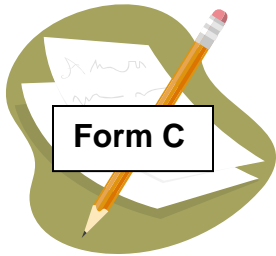
- Claiming you have no previous experience or knowledge in a given area when you actually do.
- Falsifying documents and assignments.
- Allowing other people to complete portions of your assignments.
- Committing any breach of the project assignments.

The Research Paper

The English department at the TCTC uses the MLA Handbook for all formatting and research questions. All students will be judged against this standard.

Every student may be required to turn in all the work used to write the paper, including sources, note cards, previously graded or revised drafts, etc. If your teacher needs to check your work, he or she should be able to find all of the information that you cited within your paper. Failure to locate or properly document information that is cited in the paper constitutes plagiarism and may result in a failing grade.

Length	All Seniors: 5-7 pages (not including the Works Cited Page.) <u>Note:</u> you can estimate that a full page of double-spaced, 12-point font writing equals about 300 words. You need to choose a font that meets this standard.
Sources	You <u>must</u> accurately use at least five (5) sources. You will be required to use a variety of sources, including print articles, websites, interviews, etc.
Parenthetical Documentation	<u>You must include in-text citations within your paper. Any paper without in-text citations is plagiarized and will automatically fail.</u> Your English teacher will review MLA rules for citing sources.
Works Cited	Your paper must include a Works Cited page that follows all MLA guidelines for formatting. A paper without a Works Cited page will not be accepted.
Format	Paper must be typed. Normal 12-point font (should equal 300 words per full page of writing.) Printed on normal, 8 ½ x 11 white paper 1" margins Double-spaced Headers on each page Correct heading on first page Works Cited page



Research Paper Rating Scale

Name _____ Program _____

Point Value (Circle One)	Criterion
25 A	The research paper MEETS ALL expectations as set forth by English staff.
22 B	The research paper MEETS MOST expectations as set forth by English staff.
20 C	The research paper MEETS SOME expectations as set forth by English staff.
18 D	The research paper MEETS FEW expectations as set forth by English staff.
15 F	The research paper FAILS TO MEET expectations as set forth by English staff.
0 F	DID NOT COMPLETE

English Teacher's Signature: _____ Date _____

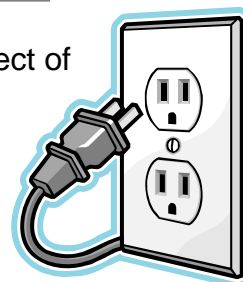
Student Signature: _____ Date _____

Program Teacher: _____ Date _____

Student: Please return this completed form to by English teacher by _____.

Connecting the Paper to the Product

The product represents a hands-on experience dealing with some aspect of the research topic. It directs the student away from books and out into the real world. The student will apply information gained in research to create a product that demonstrates learning and mastery of the topic.



The term “Product” can refer to a variety of hands-on experiences that fall into any of the categories below:

- ❖ **Physical:** A student researches a topic and then builds or makes a product related to the topic. For example, create a stained glass window, create a computer program, rebuild an engine, build a cabinet, book of poetry, newspaper, create an efficient recycling plan.
- ❖ **Performance:** A student researches a topic and then designs a performance of some sort related to the topic. For example, dance, instrumental or singing recital, drama show, musical video, magic show, fashion show, formal speech/debate.
- ❖ **Service:** A student researches a topic and then sets up a work experience related to the topic. For example, teach a middle school health class about teen alcoholism, coach a little league team, set up a neighborhood action team, organize a charitable event
- ❖ **Learning:** A student researches a topic and then takes lessons or works with a mentor to develop a new skill. For example, shadow a police officer and write or speak about an experience to a specific audience, view and document medical procedures, volunteer time at a local veterinarian’s office

The product or performance must be created independently of the classroom experience. Students are encouraged to find mentors to guide them. The mentor may be an adult friend, neighbor, teacher, or volunteer, depending on the subject. A time-log will be needed to verify time spent on the product or performance. Physical evidence can be the actual product, videotape, photos, a scrapbook, or mementos.

General Guidelines:

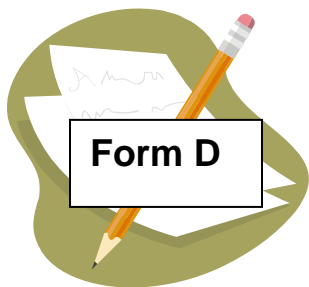
- ❖ ALL PRODUCTS MUST BE APPROVED BEFORE BEGINNING.
- ❖ The product should demonstrate **at least 10 hours worth of work**. You must document all steps of the process. You must demonstrate to the teacher the effort and time involved in the process.

Types of Products

Research Paper Topic	Physical Product	Performance Product	Service Product	Learning Product
Should the Holocaust be taught in schools?	Write and illustrate a children's book that promotes acceptance and tolerance.	Deliver a speech to a school board that supports the teaching of the Holocaust in their district.	Develop and teach a lesson on the Holocaust to a high school history class.	Visit a museum to learn more about the Holocaust and its impact on the world today.
What are the most effective ways to increase organ donation?	Create a visual representation of the need for human organ donations	Deliver a presentation to a hospital board about the benefits of presumed consent and forced organ donation from executed felons.	Organize a drive to enlist more organ donors	Visit a hospital and speak to medical personnel about the most effective ways in which to increase organ donors.
Should yearly vehicle inspections be mandatory in all states?	Build a model car to demonstrate the necessity for vehicle inspections.	Write and perform a public service announcement on the importance for vehicle inspections.	Organize a free vehicle inspection service through the Auto Collision lab for staff and students.	Visit a local auto body shop to learn more about the necessity of yearly vehicle inspections.
Should pet owners choose organic or commercially processed pet food?	Write a recipe for an original pet food product and offer samples to pet owners.	Develop and deliver an advertising campaign on the benefits of organic pet food.	Organize an organic pet food drive for a local animal shelter	Visit a veterinary hospital to learn more about the impact of organic and commercial food on a pet's health.
Should more women decide to enter a manual labor career?	Create a portfolio of personal work that displays a woman's ability in a manual labor career.	Develop and deliver a recruiting campaign for a local union.	Organize a job fair to enlist women in non-traditional career opportunities	Visit a local construction site to learn more about the benefits of women in manual labor careers.

Sample Ideas: Research Paper to Product

RESEARCH PAPER AREA	↔	POSSIBLE PRODUCT
Vietnam veterans	↔	Volunteer work with post-traumatic stress-syndrome vets (Service)
Robotics	↔	Construct a robotic hand (Physical)
Aluminum welding	↔	Construct a model (or actual) river boat (Physical)
Small literary press	↔	Edit and publish a class literary magazine (Physical)
Musical arranging	↔	Write and perform composition for a jazz band (Performance)
Art of silk screening	↔	Design and create a T-shirt logo for school club (Physical)
Waste disposal and the environment	↔	Organize/supervise group to pick up trash on campus for the semester. (Service)
Importance of fathers in the home	↔	Form a fatherhood club (Service)
Franchise development	↔	Track development of a food franchise in Trumbull County (Learning)
Stylistic innovations of Frank Lloyd Wright	↔	Design a window in Wright-style (Physical)
Stained glass through the ages	↔	Take stained glass lessons (Learning)
Copyright laws as protection	↔	Write, copyright, and publish a song or a story (Physical)
Marine biology	↔	Set up and maintain a salt-water aquarium (Physical)
Illiteracy in Trumbull County	↔	Teach an adult to read (Service)
Broadcasting as a career	↔	Intern at a local TV or radio station (Learning)
Recycling	↔	Make a chair with recycled materials (Physical)
Braking devices on automobiles	↔	Make a brake rebuilding video (Performance)
Obesity	↔	Design/monitor a weight loss program for an adult (Service)
Catering as a career	↔	Cater a school event (Performance)
Illustration as a career	↔	Write and illustrate a children's book (Physical)
Radio communication	↔	Become a ham radio operator (Performance)
Auto transmissions	↔	Overhaul a transmission (Performance)
Horticulture	↔	Construct a greenhouse (Physical)
Hearing impaired	↔	Learn sign language (Learning)
Child care	↔	Take babysitting training (Learning)
Child development	↔	Volunteer at a Day Care Center (Service)
Television advertising	↔	Produce television commercial (Performance)
Veterinary medicine for 21 st century	↔	Job shadow with a local veterinarian (Learning)



Product Approval

Name: _____ Program: _____

Research Paper Thesis Statement: _____

Stand: _____ In favor of _____ Opposed to _____

Research Paper Grade: _____

Product Proposal: _____

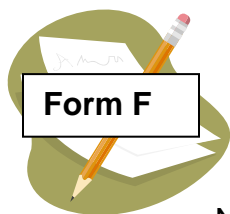
Student Signature: _____ Date: _____

Program Teacher Signature: _____ Date: _____

English Teacher Signature: _____ Date: _____

**Student: Please return completed form to your
English teacher by _____.**

**Please Note: The Senior Project Advisory Committee will make a final decision
should those involved not concur on a product.**



Form F

Product Rating Scale

Name: _____
Program: _____

Category	Criterion	Score	Score
Log	<ul style="list-style-type: none"> Detailed log Log exceeded 10 hours Signatures 	5 Exceeded expectations	
“Learning Stretch” defined as: “New knowledge gained outside the classroom”	<ul style="list-style-type: none"> Information was new Topic not covered in class 	4 Fully met expectations	
Application of Knowledge	<ul style="list-style-type: none"> Application of knowledge is evident and product’s connection to the topic is a natural extension, enhancing understanding 	3 Adequately met expectations	
Creativity/Originality	<ul style="list-style-type: none"> Excellent use of resources, materials, talents, and abilities. Product displayed is very innovative and original 	2 Barely met minimum expectations	
Effort/Attitude	<ul style="list-style-type: none"> Student stayed on task throughout the year, completing product requirements as necessary Student embraced Senior Project with a positive attitude 	1 Failed to met minimum expectations	

If student obtained a mentor and can provide appropriate documentation, 5 bonus points can be added to the final score.

TOTAL: _____

Students: Please return completed form to your English teacher by _____.

Letter of Commitment



Upon completion of the Research Paper, the next step is to write a business letter to the Senior Project Advisory Committee.

In the Letter of Commitment, you should include the following:

- the subject of your research
- the reason you chose that topic
- the knowledge you gained as a result of the research
- the product description
- the explanation of how your Senior Project is a “learning stretch” for you

A “Learning Stretch” is defined as “new knowledge gained outside the classroom.”

Guidelines when composing your letter include:

- The letter needs a one-inch margin on all sides
- The body of the letter is single-spaced and double spaced between paragraphs.

The outline on the following page provides a paragraph-by- paragraph framework for the Letter of Commitment.

Student: Please complete the Letter of Commitment and turn in to your English Teacher by _____

Format of the Letter of Commitment

[Click on File, Page Setup, Margins. Make your top margin 1" and bottom, left, and right margins 1" each.]

Your Street address
City, state zip code (all words spelled out)
Date (hit "enter" 4 times)

Senior Project Advisory Committee
School Name
School street address
City, state zip code (all words spelled out) (hit "enter" twice)

Dear Advisory Committee Members: ("enter" twice)

Paragraph 1: Give an introduction to the topic of research you have chosen. Explain the reason you have chosen this research. ("enter" twice)

Paragraph 2: Explain what you specifically learned about your topic (a narrow focus) and what position you defended based on your research.

Paragraph 3: Describe the product or performance you intend to create. ("enter" twice)

Paragraph 4: Explain how your Senior Project was a "learning stretch" for you.

Sincerely, ("enter" four times)

(Your signature, in black ink goes here!)

Your typed name (exactly as you sign it)

Sample Letter of Commitment

4812 Lone Mountain Rd
Asheboro, North Carolina 27205
August 14, 2004

Senior Project Advisory Committee
Randleman High School
4396 Tigers Den Road
Randleman, North Carolina 27317

Dear Advisory Committee Members:

Last year I had to go through two weeks of testing for leukemia. Fortunately, the test results were normal, but during this time I became extremely interested in oncology research and treatment. For my Senior Project, I have chosen to focus on oncology treatment and its effects on leukemia patients. Since the time I had to undergo testing, I have wanted to work with cancer patients, for I can relate to their experiences because I have been there myself.

In my paper, I explored the different treatment options for leukemia as well as the physical and emotional effects on children. I discovered that a bone marrow transplant is the most common and most effective treatment of this disease. My paper also argued that children who undergo leukemia treatment should be provided with mental health services in order to help them deal with their situation.

For my product, I will become a volunteer at Camp Carefree, a camp for terminally ill children in Guilford County. During my training and service at Camp Carefree, I will produce a video to be used for recruiting and training future volunteers.

My senior project was a learning stretch for me. My program, Patient Care Technology, taught me the different types of leukemia; however, we did not specifically study the different treatment options available or the effects the disease has on the mental health of children. My senior project also allowed me the opportunity to use my knowledge of leukemia while working with terminally ill children.

Sincerely,

Susan M. Jones

Sign of Commitment

You must create a sign that announces the subject of your research paper. The sign will include your topic and/or thesis, your name, your product, your English teacher's name, and your program and program teacher's name. The signs will be posted around the building; therefore you will want to make a copy of the sign to place in your portfolio.

Your sign must be a minimum of letter sized (8 1/2 X 11). Make the sign neat, eye-catching, and readable from six (6) feet away. Color and graphics are an excellent way to make your poster attractive. Avoid wordy titles, and attempt to start the description of the product with a verb (i.e. learn, create, build, volunteer, etc.) Make sure that you print your sign on heavy paper or mount your sign on heavy paper. See specific grading criteria on the next page.

Student-Mentor Responsibilities

Senior Project Participants are highly encouraged to obtain a mentor; however, one is not required. Students will earn up to five bonus points toward their Senior Project Final Rating for acquiring and utilizing a mentor throughout the process.

The senior student is responsible for:

- Securing an appropriate Mentor.
- Completing and submitting all required Mentor forms.
- Being prepared and punctual for all appointments with Mentor.
- Communicating with Mentor, as needed, in a timely manner.
- Spending a minimum of 10 contact hours with the Mentor.

Mentor qualifications:

- Must be an adult (at least 21 years of age).
- Must be an expert or professional in the field/area of mentoring

A Senior Project Mentor is responsible for:

- Advising and assisting student in the planning and development of his/her Senior Project product.
- Evaluating/grading the student's completed Senior Project product.
- Returning final Mentor Verification Form
- Faxing or mailing the required evaluation sheet to TCTC by the deadline

Suggested resources I can use to find a mentor:

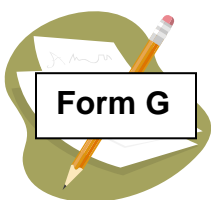
- Family members
- Friends of family
- Friend's and their family members
- TCTC teachers / personnel
- Other educational facilities
- Employers and co-workers
- Associates through religious organizations
- Associates through civic and community organizations
- Associates through athletic organizations
- Community businesses
- Professional organizations
- Newspapers

How to make the initial mentor contact:

- A mutual friend or acquaintance may make the initial contact for you
- Telephone (be prepared to leave an appropriate voice mail message)
- Letter or email

Please Note:

Students obtaining a mentor must download and print the Mentor Packet from the Senior Project page on the TCTC website.



Senior Celebration Rubric

Senior Celebration will be April 22nd, 2009

In order to participate in Senior Celebration, students must have earned a combined rating score of 50 points or more on the Research Paper, Product, and Portfolio.

Name: _____

Program: _____

Category	Criterion	Grade Scale	Score/5
Contents	<ul style="list-style-type: none"> Demonstrate a relationship between paper and product Demonstrate expertise on topic Answers questions thoroughly 	5 Exceeded expectations	
		4 Fully met expectations	
Communication	<ul style="list-style-type: none"> Speaks clearly (rate, volume, pronunciation) Uses correct grammar Uses eye contact 	3 Adequately met expectations	
Organization	<ul style="list-style-type: none"> Neatly displayed All requirements present (Portfolio & components, product or evidence of) Creative and neat display board 	2 Barely met expectations	
Conduct	<ul style="list-style-type: none"> Professional behavior Use time effectively Remains in assigned area Positive body language and attitude 	1 Failed to met expectations	
Appearance	<ul style="list-style-type: none"> Dressed appropriately Neat and well-groomed 		
Total:			/25

Technology/Support Request Form

All students needing technology equipment and/or technological support for their Senior Celebration display must complete the following form and return it to Ms. Krivosh or Mrs. Sydlowski no later than Thursday, April 9, 2009. Requests made after this date will not be honored.



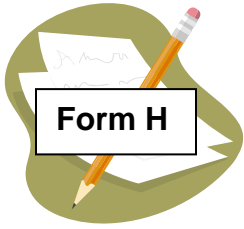
Student Name: _____

Program: _____

	Equipment Requested	Support Needed
Internet Access		
Laptop		
Projector		
TV		
DVD player		
VCR		
Smartboard		
Screen		
DVD/CD blanks		
Other: _____		

Please Note:

Technological equipment remains the property of the Trumbull Career and Technical Center. Students are responsible for the care and return of equipment to the Technology Department upon completion of Senior Celebration. Misuse of any equipment will result in disciplinary action.



Certificate Rating Scale



Student Name _____
Program _____

Senior Project Criteria	Score/25
Research Paper	/25
Product	/25
Portfolio	/25
Senior Celebration	/25
Total Points	/100

Certificate Point Values	
92-100 Points	Exemplary
83-91 Points	Accomplished
74-82 Points	Successful
66-73 Points	Participant
65 Points and Below	No Certificate

Reflective Essay

Congratulations on completing the Senior Project for the 2008-2009 school year! Your journey through Senior Project was undoubtedly strenuous but rewarding as well. It is now time to think about what you have accomplished -- the good, the bad, and the ugly. You will write an essay about your journey through Senior Project based on the guidelines below.

Introductory Paragraph:

- Describe your Senior Project in detail.
- What was your research topic and what position did you take on this topic?
- What did you complete for a product and how did you complete it?

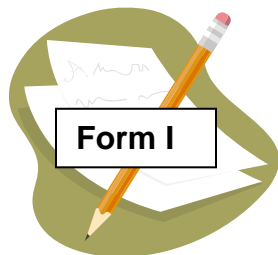
- Body Paragraph #1:
 - Discuss the obstacles you encountered.
 - What problems arose for you while working on the Senior Project this year? How did you overcome them?
 - What would you do differently if you had the opportunity?

- Body Paragraph #2:
 - Discuss what went well for you during Senior Project.
 - What was the easiest part of Senior Project for you and why?
 - What was your favorite part of Senior Project and why?

- Body Paragraph #3:
 - Discuss what you learned about your topic.
 - What are three pieces of new knowledge or skills you gained as a result?
 - What is your personal reaction or thoughts on this new knowledge?

- Conclusion Paragraph:
 - Discuss what you learned about yourself as a result of Senior Project.
 - In regards to yourself, for what are you most proud?
 - In regards to yourself, what are you most disappointed?
 - How will Senior Project help you in your future endeavors?

Essays should be 2 pages (approximately 600 words), double spaced in standard font style of 12. Include a heading with your name, program teacher's name, and English teacher's name. Also, include an original title for your essay.



Portfolio Checklist

Requirement	Point Value	Student (X)	Teacher (X)
Form A: Senior Project Acknowledgment Form	1		
Form B: Research Paper Topic Approval	1		
Final Research Paper	3		
Form C: Research Paper Rating Scale	1		
Form D: Product Approval	1		
Letter of Commitment	1		
Sign of Commitment	1		
Form E: Senior Project Work Log	1		
Final Product Evidence	5		
Form F: Product Rating Scale	1		
Form G: Senior Celebration Rubric	1		
Form H: Certificate Rating Scale	1		
Reflective Essay	5		
Form I: Portfolio Checklist	1		
Senior Project Certificate	1		
TOTAL POINTS	25		/25

Notes and Reminders: