

Senior Project

Student & Parent Handbook



Franklin High School
2008–2009

Table of Contents

Franklin High School Mission Statement	1
Welcome	2
Time Line	3
Your Team	4
Letter of Intent – Initial Proposal	5
Parent/Guardian Permission Form	6
Prospective Site Advisor Letter	7
Site Advisor Agreement Form	8
Guidance and Administration Permission Form	9
Mentor Agreement Form	10
Final Proposal Documents	11
Proposal Meeting	12
Bi-weekly Site Advisor Check-in Form	13
Weekly Mentor Check-in Form	14
Paper	15
Paper Format Checklist	17
Competency Checklist	18
Work Site Time Sheet	21
Project Journal	22
Senior Project Resume	23
Site Advisor Verification	24
Project Self-Evaluation	26
Portfolio Checklist	27
Exhibition Prep with Mentor	28
Exhibition – Student Preparation	29
Final Assessment	30
2008–2009 School Calendar	31
Exhibition Rubric	32
Project Rubric	33
Research Paper Writing Rubric	34
Portfolio Rubric	35

Franklin High School Mission Statement

FHS exists as a covenant among students, parents, staff and community. This collaboration promotes a rigorous, safe and nurturing environment in which students are responsible and passionate learners. In an atmosphere of equality, acceptance and respect, students prepare to contribute to our democratic society and interdependent world.

Franklin High School Expectations For Student Learning

Academic Expectations

For Franklin High School students to become responsible and passionate learners, we expect them to:

- A. Communicate effectively through –
 - Listening
 - Speaking
 - Writing
 - Media and techniques
- B. Read critically, with understanding.
- C. Analyze and solve problems effectively by –
 - Working collaboratively
 - Identifying, clarifying and describing issues/problems
 - Locating, organizing and processing information from various sources
 - Utilizing thinking skills and reasoning strategies
 - Creating, testing and justifying solutions and conclusions
- D. Make interdisciplinary connections through –
 - Observing and understanding connections within and between disciplines
 - Articulating and demonstrating connections

Social and Civic

To help prepare students to consistently contribute to our democratic society and interdependent world, we expect them to –

- Have respect for themselves and others
- Be open-minded and compassionate
- Make informed decisions and accept responsibility
- Get involved in school and community activities
- Develop and cultivate knowledge of their physical, emotional and social well-being
- Utilize effective problem-solving strategies to resolve social and emotional issues
- Be responsible citizens
- Be ambassadors of the school and the community

Welcome

Dear Student,

Welcome to Senior Project. Senior Project is your chance to demonstrate the knowledge, skills and maturity you have achieved throughout your school career thus far. In participating in Senior Project, you choose an area of study that interests you and then work within that area to gain practical experience before graduating. Senior Project is an exciting and unique opportunity to satisfy your curiosity and help you to determine your future plans and to achieve professional and personal goals. Because your Senior Project involves an area that interests you, the project promotes an inquiry process that stimulates your thinking, engages you in authentic tasks and ultimately demonstrates a mastery in your area of study.

Senior Project is a creative yet structured, deadline-oriented program that is graded and added to your transcript. You have plenty of support as you navigate through the project. Your support team includes: your parent/guardian(s), a teacher, a mentor and a work advisor (expert in the area of study). Your team guides you, while evaluating your progress as you work toward the final grade. In most cases, your area of study will provide the opportunity to work at a company, much like a college internship. Representing Franklin High School, you are expected to be self-motivated and be able to work within the framework of the company.

Senior Project consists of five phases:

A. Letter of Intent and Final Proposal

The proposal phase involves choosing an area of study that not only interests you, but will also challenge you throughout all phases the project. The initial proposal is a Letter of Intent – a focus statement and a tentative outline of your Senior Project paper (described below). See **Letter of Intent – Initial Proposal** (page 5). You then present the **Final Proposal Documents** to a team, for approval, in October. See **Final Proposal Documents** (page 11) and **Proposal Meeting** (page 12) for details.

B. Paper

This phase involves researching and writing an eight- to twelve-page paper that contains at least five sources (both primary and secondary) and meets the FHS format check and the guidelines for style described in *Write for College*. Your mentor, site advisor and a reading panel review a first draft to help ensure that the topic and focus of the paper meet the specifications agreed upon at the Proposal Meeting. They will also review the draft for accuracy of content based on the area of study. A reading panel reviews a second draft as a preliminary format check. You may also have a team member(s) review the second draft for additional feedback. Your final paper must first pass a format check; then, the final paper is assessed by the reading panel. See **Paper** (page 15) for detailed requirements.

C. Project

The project itself consists of a minimum of sixty (60) working hours; that is, the internship. Hours may be fulfilled at FHS, but most likely will occur at a location involving your site advisor. Your personal voice is heard through many choices and opportunities, such as the use of technology, collaboration with others, using a multi-disciplinary approach, and producing an outcome or action as a result of your inquiry process. During this project phase you acquire knowledge and skills to “show what you know and what you can do” in the area of study. This acquired knowledge is documented through reflections in a **Project Journal** (page 22) and is included in a portfolio (described below) that is ultimately presented for assessment. For assessment details, see **Project Rubric** (page 33).

D. Portfolio

The portfolio consists of two categories: a binder of documentation and a visual or multi-media exhibit (e.g., photographs, a videotape, a slide show, DVD). The binder contains completed documents and forms described throughout this handbook, as well as any additional information (ideas, predictions, plans, experiments or performances, data, conclusions) relevant to your project. You learn how to set up, maintain and finalize your portfolio at the Informational Seminar in April.

E. Exhibition

In May, you spend 15- to 20-minutes presenting the project to an assessment panel. The exhibition begins with a review of your initial focus and continues with your experiences throughout the project, while identifying acquired knowledge and skills. The exhibition ends with a summary of how the project experiences influenced changes in you, as well as your plans and goals. Additionally, you need to prepare for a question-and-answer segment following the exhibition. For assessment details, see **Exhibition Rubric** (page 32).

Time Line

— Junior Year —

March

- Enrollment

May

- Informational Seminar
- Letter of Intent – by May 30

— Senior Year —

Summer – September

- Secure Mentor
- Secure Placement
- Secure Site Advisor
- Informational Seminar

October

- Final Proposal for Team Evaluation – by October 31
- Work Site Placement w/Signed Site Advisor Letter
- Signed Mentor Letter

November – December

- Mentor and Site Advisor Conference
- Topic Search and Preliminary Research

January – March

- Semester Course Work Begins
- Mentor and Site Advisor Conferences – Mid Year Check-in
- Paper with Bibliography (Draft #1) – by February 27
- Paper with Bibliography – Preliminary Format Check (Draft #2) – by March 27

April

- Work Site Begins
- Informational Seminar
- Paper for Reading Panel – by April 3

May

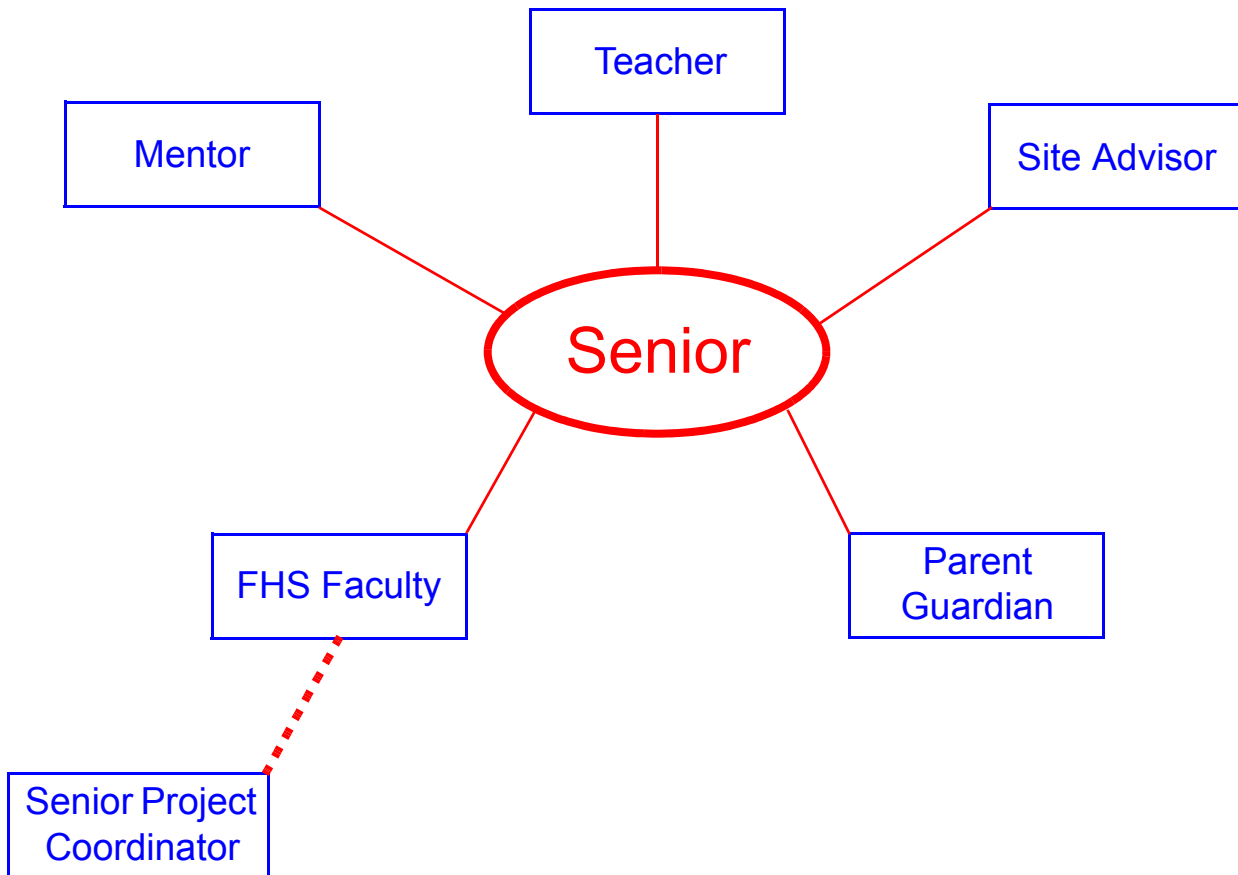
- Completed Portfolio
- Senior Project Exhibition

— June —

G r a d u a t i o n



Your Team



Letter of Intent – Initial Proposal

Your initial proposal is a **Letter of Intent** – a “getting started” strategy that summarizes your area of study along with relevant information to support your decision to participate in Senior Project.

Letter of Intent Deadline – submit to the Senior Project Coordinator or Ms. Werner by May 30th.

The Letter of Intent should consist of the following four paragraphs:

A. Paragraph 1

- Statement describing the general area of study.
- Explanation of why you chose this area.
- Description of what you already know about this area and/or what you have already accomplished in this area.
- Explanation of the reason(s) this project is a challenge for you.

B. Paragraph 2

- Statement identifying the topic and tentative focus of your paper.
- Explanation of how the project (internship) and paper are connected.

C. Paragraph 3

- Identify the location of the project’s work site (FHS or off-campus site).
- Identify a potential site advisor, along with his/her expertise in the area of study.
- Identify time estimates.
- Identify cost estimates.

D. Paragraph 4

- Explain how the internship provides an opportunity to meet FHS academic, civic and social expectations.

<p>Original: SP Coordinator Four Copies: Portfolio Reading Panel (3)</p>
--

◆

Parent/Guardian Permission Form

If you do not complete any one of the five phases in a satisfactory manner, you and your parents are notified that you *may* have forfeited the privilege to continue participating in Senior Project. At this point, you have the opportunity to appeal the decision with the Senior Project Advisory Board to consider whether you are eligible to continue with Senior Project. If permitted to continue, you cannot obtain an A for the incomplete phase.

Student Name _____

I read through the *Senior Project Student & Parent Handbook* and understand the requirements and responsibilities of all Senior Project phases. I acknowledge and give permission for my son/daughter to participate. I also understand that my son/daughter has selected the following as his/her Senior Project:

A. Project description:

B. Paper description:

By signing, I understand that my son/daughter provides his/her own transportation during the work site phase. Additionally, my son/daughter – not the school – is responsible for any mishap during transportation. Franklin High School assumes no liability during transportation.

Parent/Guardian Name (*please print*) _____

Parent/Guardian Signature _____

Date _____

<p style="text-align: center;">Original: Proposal One Copy: Portfolio</p>

Prospective Site Advisor Letter

Dear Prospective Site Advisor:

Senior Project is an opportunity for FHS seniors to demonstrate the knowledge, skills and maturity achieved throughout their school career thus far. In participating in Senior Project, he/she chose an area of study that is of a personal interest. During the final school semester, he/she works within that area to gain practical experience, much like a college internship. Senior Project is an exciting and unique opportunity to help students determine future plans and to achieve professional and personal goals.

Senior Project is a structured, deadline-oriented program that is graded and added to the student's permanent transcript. To help the student maneuver through the project, the student has asked you to participate as their site advisor. You were expressly selected because you are knowledgeable in the student's selected area of study. Before committing to Senior Project, please consider your role and responsibilities as a site advisor.

Senior Project consists of five phases:

- Letter of Intent and Final Proposal – student's preliminary documentation defining their Senior Project.
- Paper – an eight- to twelve-page research paper about the project.
- Project – working hours.
- Portfolio – binder of paperwork and visual (or multi-media) aids documenting the phases of the project.
- Exhibition – a 15- to 20-minute presentation on the project.

The student should be able to discuss all phases of the project with you. If you agree to the site advisor role, you become the primary source for the student during the Project phase. That is, you become the student's teacher, guiding him/her throughout the working hours of the project.

The site advisor role includes:

- Assigning a job and communicating to the student his/her role during working hours, similar to explaining a job description to an employee. You should be confident that the student fully understands the scope of his/her responsibilities. Students must work a minimum of 60 hours. Along with the student, you will complete a **Competency Checklist** to ensure expectations are met.
- Meeting with the student bi-weekly to provide feedback, discuss concerns and to field questions. Students should be able to make mistakes while also learning from them. During these meetings, you evaluate the progress for the paper, working hours, journal entries and complete the student's **Bi-weekly Site Advisor Check-in Form**.
- Questioning and challenging the student to move beyond his/her comfort level, at appropriate times, while also realizing that learners are vulnerable, requiring consistent assistance and understanding.
- Evaluating the entire work site process to determine if, and how well, the student met the expectations of the job.
- Signing the student's time sheet.

If you have any questions, please contact the Senior Project Coordinator or Ms. Sascha Werner at:

- Phone: (508) 541-2100 x3053
- Email: werners@franklin.k12.ma.us

If you accept this role, please sign the attached **Site Advisor Agreement Form** (retain a copy) and return the form to: Senior Project Coordinator or Ms. Sascha Werner, Franklin High School, 218 Oak Street, Franklin, Massachusetts 02038.

Thank you for considering being a Senior Project site advisor. Senior Project could not succeed without you!

◆

Site Advisor Agreement Form

Student Name _____

Senior Project Title _____

Brief Work Site Description _____

Site Advisor Name _____

Site Advisor Address _____

Site Advisor: Home Phone _____ Work Phone _____ Cell _____

Site Advisor Email _____

I read the **Prospective Site Advisor Letter** and discussed the Project with the student. I agree to participate as the site advisor for _____ on his/her Senior Project. I fully understand and will fulfill the responsibilities described in the **Prospective Site Advisor Letter**. The student and I created a working schedule and a meeting schedule, with the student being responsible for notifying me if work hours or meetings need to be changed. I will sign the student's time sheet.

Site Advisor Signature _____ Date _____

By the conclusion of the working hours (April 6–May 29), I will verify that the student spent at least 60 hours working on his/her project by completing the **Site Advisor Verification** (a summary evaluation). If I cannot verify the 60 hours, or if the student fails to meet with me or adequately contact me during the internship, I will indicate this on the form. Additionally, at any time during the project, I will contact FHS if the student consistently falters.

I will contact the Senior Project Coordinator or Ms. Sascha Werner with questions/concerns or if I am unable to continue as the student's site advisor.

- Phone: (508) 541-2100 x3053
- Email: werners@franklin.k12.ma.us

Site Advisor Signature _____ Date _____

<p>Original: SP Coordinator</p> <p>Three Copies: Site Advisor Proposal Portfolio</p>
--

◆

Guidance and Administration Permission Form

Student Name _____

Guidance

I reviewed the student’s academic records. By signing this form, I confirm that this student has a passing grade in all subjects and is “on track” with the number of credits needed to graduate. Meeting these requirements allows the student to participate in Senior Project.

Guidance Signature _____ Date _____

Administration

I reviewed the student’s disciplinary records. By signing this form, I confirm that this student is in “good behavioral standing” and has fulfilled, if any, previous disciplinary obligations.

AP Signature _____ Date _____

<p style="text-align: center;">Original: Proposal One Copy: Portfolio</p>

◆

Mentor Agreement Form

Student Name _____

Senior Project Title _____

Mentor Name _____ **Mentor Email** _____

This meeting provides an opportunity for the student and mentor to explore and outline the overall scope and direction of what the student intends to accomplish. This meeting should also provide the mentor with what to expect at the exhibition.

This meeting has three goals:

- clarify the scope of the student’s Senior Project.
- establish what the final Senior Project will contain, with the understanding that any independent study leads one to paths that are sometimes hard to predict.
- clarify what constitutes “significant change” and the necessity of the student to communicate with the mentor.

As the student’s mentor, please complete information about the student’s paper:

A. Essential questions that the student may explore in his/her paper:

B. Research areas to consider (yes/no):

- ___ **Topic** is related to project.
- ___ **Focus** is clear.
- ___ **Scope** is manageable as proposed.
- ___ **Resources** for Bibliography seem appropriate.

If no, please clarify:

C. Additional resources/suggestions/requirements:

Mentor Signature _____ **Date** _____

<p>Original: Proposal Two Copies Mentor Portfolio</p>

Final Proposal Documents

Your Senior Project **Final Proposal** is a follow-up to the Letter of Intent, providing a variety documents from your support team (parent/guardian, site advisor and mentor), along with details about the project. This proposal is due by **October 31** for your team evaluation meeting.

Final Proposal documents include:

- Original **Parent/Guardian Permission Form** (page 6)
- Original **Site Advisor Agreement Form** (page 8)
- Original **Guidance and Administration Permission Form** (page 9)
- Original **Mentor Agreement Form** (page 10)
- Copy of **Letter of Intent – Initial Proposal**
- Additional Documentation** (if applicable/available at time of proposal meeting) –
 - Applicable Time Line (e.g., construction project)
 - Detailed Cost Analysis
 - Drawings
 - Diagrams/Models
 - Maps
 - Work Already Completed
 - Other Relevant Information (e.g., texts, research resources)



Remember to make a copy of the above forms and documents for your portfolio binder (page 27).

Proposal Meeting

The Proposal Meeting is a forum for your team members to evaluate all aspects of your Senior Project. The meeting lasts approximately 30 minutes. Team members review the proposal with you and your mentor. The following are discussions you can expect from the team: offering ideas and suggestions for the project and paper; discuss any concerns; clarify how you plan to use your internship as a resource to meet the academic, civic and social expectations; and explore what the team will observe at the exhibition. From this meeting, you should be able to develop a clear thesis statement that addresses and explores the “essential questions” asked during this meeting.

After you make revisions, you meet with your mentor to explore and outline the overall scope and direction of your project. At this meeting, your mentor completes the **Mentor Agreement Form** (page 10), which is added to the **Final Proposal Documents**.

Meeting Preparation Guidelines:

- Be Early – arrive 15–20 minutes before the meeting is scheduled.
- Be Prepared – carefully review your proposal documents to ensure all documents are included (with signatures).
- Dress for Success – wear attire appropriate for a job interview; first impressions are always critical.
- Questions/Concerns – contact the Senior Project Coordinator or Ms. Werner.

◆

Bi-weekly Site Advisor Check-in Form

(Submit for weeks ending: May 1, May 15, May 29)

Student Name _____

Senior Project Title _____

Site Advisor _____

Student Progress:

Paper _____

Project _____

Journal _____

Questions discussed with site advisor:

Changes to original proposal:

Site Advisor Signature _____ **Date** _____

Student Signature _____ **Date** _____

<p style="text-align: center;">Original: Portfolio One Copy: Site Advisor</p>

◆

Weekly Mentor Check-in Form

(Submit for weeks ending: April 17, May 1, May 8, May 15, May 22, May 29)

Student Name _____

Senior Project Title _____

Mentor _____

Student Progress:

Paper _____

Project _____

Journal _____

Questions discussed with mentor:

Changes to original proposal:

Mentor Signature _____ **Date** _____

Student Signature _____ **Date** _____

<p>Original: Portfolio One Copy: Mentor</p>

Paper

Your Senior Project paper is an eight- to twelve-page paper describing your area of study. The paper is assessed by a “panel of readers” comprising of an adult audience with varying degrees of expertise in your area of study.

There are five phases involved in writing the paper: pre-writing, writing the first draft, writing the second draft, reworking draft edits (as much as possible toward the final paper), and self-editing. Plan to spend three weeks on the pre-writing phase and approximately a week on each of the remaining phases. We encourage you to make as many drafts as necessary for you to produce your best work. However, only two drafts are submitted for review. Please note that you are not evaluated on the number of drafts written; the assessment is based on the final paper.

— Paper Deadlines —

A. Draft #1 – by February 27

Although a draft, the Paper Format guidelines (described on the next page) should be met. The focus on this draft is content accuracy.

Submit a copy of this draft to:

- Mentor – to help ensure that the topic and focus of the draft meet the specifications agreed upon at the Proposal Meeting and that your paper has an identifiable thesis statement. Your mentor comments on the accuracy of content of the paper. If your mentor does not feel qualified to do this, a team member or another individual who is knowledgeable in this area may fulfill this function.
- Site Advisor – to help ensure accuracy of content based on the area of study.
- Reading Panel – to review all aspects of the draft.

B. Draft #2 – Preliminary Format Check – by March 27

In in addition to the content assessment, your final paper is also assessed on format. This preliminary format check helps ensure formatting guidelines are met (for both the paper and bibliography).

Submit a copy of this draft to:

- Reading Panel – to help ensure the paper meets formatting requirements (described on the following page).
- Team Member(s) – team member(s) may read, but not assess, the paper before your exhibition; that is, in addition to your mentor, site advisor and reading panel, you may want to ask an FHS teacher(s) to review your paper to provide additional feedback, as well as advice for the exhibition.



Make a copy of **all** drafts, in addition to the two submitted drafts, for your portfolio binder (page 27).

C. Final Paper – April 3 (2:15 pm)

A panel of readers assess the paper using the **Research Paper Writing Rubric** (page 34). If your paper does not meet all requirements by April 3, 2009 at 2:15 pm, your paper is not given to the readers. You are notified that you may be ineligible to include the paper in your exhibition. If your paper passes the Preliminary Format Check but the reading panel assesses the paper as a “rewrite,” you have two weeks to submit the rewrite (by April 17). The Senior Project Coordinator or Ms. Werner completes the **Paper Format Checklist** (page 17) to verify that both drafts meet all guidelines.

Submit the following to the Senior Project Coordinator or Ms. Werner:

- **Paper Format Checklist**
- **Final Paper – six copies**

◆

— Paper Format —

A. Title Page

- refer to *Write for College*.

B. Paper Format

- choose paper style – traditional research paper, technical paper, thesis paper, or report.
- structure paper based on the characteristics of your area of study – consult with your site advisor for subject-specific formatting.
- no fewer than eight pages and no longer than twelve pages.
- must meet the **Paper Format Checklist** (page 17) and the guidelines for style described in *Write for College*.
- must have a clear focus statement that addresses and explores the “essential questions” discussed during your proposal meeting in October.

C. Bibliography –

The bibliography page is in addition to the twelve-page limitation. Create and expand an annotated bibliography as you progress through the drafting stages of the paper. Your mentor should review this annotated “working” bibliography to offer suggestions for reliable sources to consider. Also, include traditional print sources (that is, not all sources can be obtained from online websites). Please utilize your teachers and the FHS librarian for assistance in the research process.

- Primary source – memories, interviews, surveys, questionnaires, letters, records, personal observations, autobiographies and works of literature.
- Secondary source – books, articles, reports, brochures, films and literary criticism.
- Reference material – almanacs, dictionaries and encyclopedias (a complete list can be found in *Write for College*). While these types of materials **do not** qualify as the required five primary/secondary sources, reference sources should be included in the bibliography.

D. Additional support information (in addition to the twelve-page limitation) – illustrations, graphs, charts and other visual aids that are necessary for clarification and/or to facilitate the readers understanding of the topic.

— Writing Resources —

Write for College contains guidelines you need to complete your paper; copies are available in the FHS Library.

Technical Writing (by John Cannon) provides guidelines and information for papers written in a technical format.

Internet sources:

- <http://owl.english.purdue.edu>
- <http://www.thewritesource.com/mall/him>
- <http://grammar.ccc.comment.edu/grammar>

<p style="text-align: center;">Original: SP Coordinator Five Copies: Portfolio FHS Archive Reading Panel (3)</p>
--

Paper Format Checklist

Draft #1 _____
Draft #2 _____
Final Format Check _____

Student Name _____

Paper Title _____

Evaluator _____ Date _____

— Criteria —

A. Length

- Page Count (minimum = eight; maximum = twelve)
- Introduction Paragraph
- Conclusion Paragraph

B. Documentation

- Sources – minimum of five sources, including both primary and secondary – documented in correct format on bibliography page (Note: All sources should not be from the internet.)
- Bibliography Page – in correct format
- Figures (if used) – properly labeled and cited

C. Format

- Cover Page (MLA)

D. **Mechanics** – preliminary check – page(s) randomly selected

E. **Completed Research Paper** (six copies)



Criteria for this checklist may change; if this occurs, you are promptly notified.

Original:
SP Coordinator
One Copy:
Portfolio

Competency Checklist

Student Name _____

Site Advisor Signature _____

Areas of competency are organized under the major categories of expectations outlined in the *FHS Expectations for Student Learning – Academic, Social and Civic* guidelines. Provide bulleted descriptors of at least two ways in which the overall scope and direction of your project meets these guidelines.

After listing bulleted items for each competency area, use the following scale to evaluate competence level. Then, have your site advisor evaluate your level using the same scale.

- 0 - Does not meet expectation
- 1 - Needs improvement
- 2 - Proficient
- 3 - Advanced
- NA - Not applicable

Academic Competency Category – To ensure FHS students become responsible and passionate learners, we expect them to be able to:

Competency Area	Student Description	Self	SA
Communicate effectively by listening			
Communicate effectively by speaking			
Communicate effectively by writing			
Communicate effectively by using a variety of media and techniques			

Reading critically with understanding			
Analyze and solve problems effectively by working collaboratively			
Analyze and solve problems effectively by identifying, clarifying and describing issues/problems			
Analyze and solve problems effectively by locating, organizing and processing information from various sources			
Analyze and solve problems effectively by utilizing thinking skills and reasoning strategies			
Analyze and solve problems effectively by creating, testing and justifying solutions and conclusion			
Make interdisciplinary connections through observing and understanding connections within and between disciplines			
Make interdisciplinary connections through articulating and demonstrating these connections			

Social and Civic Competency Category – To prepare FHS students to be contributors in our democratic society and interdependent world, we expect them to:

Competency Area	Student Description	Self	SA
Have respect for themselves and other			

Be open-minded and compassionate			
Make informed decisions and accept responsibility for the decisions			
Be involved in school and community activities			
Develop and cultivate knowledge of their physical, emotional and social well-being			
Utilize effective problem-solving strategies to resolve social and emotional issues			
Be responsible citizens			
Be ambassadors of the school and the community			

Original:
Portfolio
One Copy:
Site Advisor

Work Site Time Sheet

Student Name _____

Site Advisor Name _____ Phone # _____



Have your site advisor initial all working hours.

Date/Time	Hours	Work Accomplished	Issues & Solutions	SA

Total Hours _____ Site Advisor Signature _____

Original:
Portfolio
One Copy:
Site Advisor

Project Journal

As part your project, you must keep a journal throughout the work site hours. As you make entries, share the journal with your mentor and site advisor. Depending on your entries, your journal may be a valuable resource for writing your paper and exhibition. Journal entries do not have to be in a specific format; however, entries should be organized, neat and legible. This journal also helps you to complete your **Project Self-Evaluation** (page 26).

Journal Guidelines – your journal must include at least six to ten “dated” entries, each documenting your personal reflection in one or more of the following areas:

- A. Direct Observation (primary data)
 - Objective data – document what you actually see and hear. Please understand that in some situations the confidentiality of the people you observe must be maintained. Do not discuss a work site personnel with anyone other than your site advisor.
 - Subjective data – document how you felt and/or reacted to what you observed. Evaluate and record possible reasons for the work site personnel’s behavior.
- B. Indirect Observation (secondary data)
 - Document facts you gained from your site advisor, an article, a chart, a folder, a case history, or other knowledgeable work site personnel. Record the source of this information.
- C. Additional Information.
 - Include summaries of your readings or interviews.
- D. Comments About Yourself
 - Cite examples of your personal growth and understanding while working on your project.
 - Describe the relationship with your site advisor, as well as other work site personnel.
 - Write a self-evaluation of your performance, including situations you handled well and/or those handled poorly.
 - Compare what you learned while working on your project to what you learned from doing research for your paper.
- E. Your last journal entry is the most important in terms of self-reflection and demonstration of personal growth throughout the project process.
- F. Each journal entry must discuss your growth and connections to the expectations outlined in the *FHS Expectations for Student Learning – Academic, Social and Civic* guidelines.

◆

Senior Project Resume

Student Name _____

Senior Project Title _____

Paper Title _____

Project Description _____

A. Synopsis of paper:

B. Project description:

C. Relationship between project (internship) and paper:

D. My background in the area of study:

E. Specific aspects I would like the Assessment Panel to notice and consider:

<p>Original: Portfolio Three Copies: Assessment Panel (3)</p>

◆

Site Advisor Verification

Student Name _____

Site Advisor Name _____

Project Title _____

Since the project phase of the Senior Project is completed out of the classroom, verification of the student's time and progress is necessary to help the student's mentor evaluate his/her experience during project working hours. At the end of the student's time with you, please complete the following two-page questionnaire so the student's mentor can help the student prepare for the exhibition.

A. How often did you meet with the student? _____

B. Have you initialed the student's time sheet? Yes ___ No ___

C. Did the student spend at least 60 hours on his/her project? Yes ___ No ___

Comments:

D. Did you review the student's work throughout the entire project *or* did you review only the final project information?

Comments:

E. What specific problem(s), if any, did the student encounter and overcome?

F. How did the project challenge and present risks for the student (beyond what the student may have expected)?

G. What is your evaluation of the student's process?

H. What is your evaluation of the student's project?

I. Do you have other comments for the mentor to consider (please use additional paper if necessary)?

Site Advisor Signature _____ **Date** _____

Student Signature _____ **Date** _____

Thank you for your participation. Your contribution is invaluable.

Original:
Portfolio
One Copy:
Site Advisor

Project Self-Evaluation

Student Name _____

Project Title _____

Project Description _____

Self-evaluation is defined as you continually assess the quality of your work, based on evidence and explicit criteria, for the purpose of consistently doing better work in the future. Your self-evaluation plays a key role in judging the quality of your work, encouraging you to set higher goals as you continue your path beyond graduation into the next phase of your life (college, job, etc.). Self-evaluation is a process that should be applied to many aspects of life. After going through this self-evaluation, you should see a commitment to a more personal effort in reaching your goals. The combination of setting goals and being able to evaluate them fosters motivation and achievement.



Your self-evaluation is also used by your team to evaluate your project.

You may want to use excerpts from your journal to complete these questions. Using a separate page(s), feel free to create your own format; however, answer all of the following:

- A. Describe your project in 25-50 words.
- B. Indicate the following:
 - date started and date completed.
 - hours spent during the project.
 - hours spent working with your site advisor.
- C. How well did you manage your time to complete the project? What might you do differently to manage your time if you had the opportunity to do this again?
- D. How did you use your site advisor's expertise?
- E. How did you use your mentor's expertise?
- F. Explain the personal satisfaction(s) you gained from this experience.
- G. Explain any problem(s) you encountered and the solution(s) you created.
- H. Describe the "picture" in your mind of your project before you started? How does this picture compare with the actual experience?
- I. If given the opportunity, what would you do differently?
- J. Summarize your evaluation of the project, being sure to support (e.g., with details and examples) the evaluation.

Portfolio Checklist

Student Name _____

The Senior Project portfolio is a comprehensive testimony to your year-long process – efforts, strides, accomplishments – you experienced throughout all phases of Senior Project. Your portfolio consists of two categories: a binder of documentation and a visual or multi-media exhibit. Throughout this handbook, you’ve been instructed to make copies of all specified documents as well as any other relevant information. The April Informational Seminar provided guidelines for creating and organizing your portfolio. Below is a checklist to ensure all documents are included and all guidelines are met. Team members evaluate your portfolio using the **Portfolio Rubric** (page 35). Your portfolio is submitted at the Senior Project Exhibition in May.



Criteria for this checklist may change; if this occurs, you are promptly notified.

Required Portfolio Components:

- Letter of Intent – Initial Proposal
- Parent/Guardian Permission Form
- Site Advisor Agreement Form
- Guidance and Administration Permission Form
- Mentor Agreement Form
- Final Proposal Documents
- Bi-weekly Site Advisor Check-in Form
- Weekly Mentor Check-in Form
- Paper – (2) Required Drafts + Additional Drafts
- Paper – Final
- Paper Format Checklist
- Competency Checklist
- Work Site Time Sheet
- Project Journal
- Senior Project Resume
- Site Advisor Verification
- Project Self-Evaluation
- Exhibition Prep with Mentor
- Final Assessment
- Additional Documents – contents might include administrative approval, medical release form, drawings, plans, photographs, correspondence, video, goal-setting calendar, medical release form (if applicable to work site).

— **My Portfolio is Complete** —

◆

Exhibition Prep with Mentor

A. The exhibition will be:

B. Exhibition areas to consider (yes/no):

- ___ Each Senior Project phase is clearly defined.
- ___ Time commitment is realistic for Senior Project.
- ___ Opportunity for growth and challenge exists – be sure this is clear at this meeting.
- ___ Student can pay any costs associated with this project.
- ___ Administrative approval, if necessary (especially for publications).
- ___ Medical release form signed by parents if project is high risk or if required by the company.

If no, please clarify:

C. Exhibition challenges for the student:

D. Was the student’s site advisor present at this prep meeting? Yes ___ No ___ If so, site advisor comments and suggestions:

The student and mentor have reached a final agreement on the student’s exhibition (to be reviewed at the mid year Check-in Conference in January).

Mentor Signature _____ **Date** _____

Student Signature _____ **Date** _____

<p style="text-align: center;">Original: Portfolio One Copy: Mentor</p>

Exhibition – Student Preparation

A. What am I going to talk about?

- Connection between paper and product.
- Problems encountered, along with resolutions.
- Gained knowledge, personal growth and self-awareness.
- Influences on your future plans.

B. How am I going to present?

- Use 4x6 or 5x8 index cards to arrange flow and ideas in a logical order. Use a blank card as a visual aid placeholder.
- Plan the introduction. Grab the listener’s attention through the use of quotations, readings, dramatics, jokes, surveys, audience participation, audiovisuals, demonstrations or questions. Make your focus clear.
- Plan the conclusion. Restate your topic. Take no more than thirty seconds.
- Plan the display. Will the display be an ongoing, integral part of your exhibition (such as a slide show) or will the display be specific to a section (such as the introduction)? Will the display be introduced after the conclusion? Will you: wear it? sit on it? serve it as a sample? Avoid passing items around the room during the exhibition; this causes too much distraction (if necessary, give team members a handout ahead of time, then refer to the handout).
- Plan and make visual aids (these may also be part of your exhibition display).
- Plan ahead and request audiovisual equipment (if applicable).
- Review each card and fill in details, anecdotes and factual information. Begin practicing your exhibition.
- Props/Visual Aids – Practice using props and visual aids (if applicable).
- Time your speech and make adjustments in content, if necessary, to meet the time requirement.

C. Remember good speech and body techniques.

- Eye Contact – Maintaining eye contact is fundamental. Practice often enough so that you rarely need to look down at your cards. Don’t panic, your audience is friendly. Your peers, your team and the assessment panel want you to succeed. Seeing encouraging expressions provides positive reinforcement.
- Posture – Stand proud. You have earned it; you have accomplished a great deal.
- Voice – Be loud enough to be heard and vary your pitch and tone. Enunciate your words clearly, showing confidence.
- Gesture – Use hands to help make a point. Practice to make sure the gesture seems natural.

D. Prepare for questions.

The question-and-answer segment is essential in enabling the assessment panel to evaluate your exhibition. Not knowing what panel members will ask, making educated guesses will better prepare you, providing confidence to take on any queries. Present to a classmate or family member and have them ask questions.

Ask yourself these questions:

- If I were evaluating, what would I want to know?
- What would I want people to ask?
- What part of my paper or unusual qualities of the project might make people curious?
- What controversial topics do I present?
- Why did I do this project?
- Who helped me throughout my project?
- How did I finance the project?
- How much time did I spend on the project?
- Did I get credit for another class?

E. How will I dress?

- Determine whether you should wear clothing appropriate for an interview or wear attire befitting for area of study. For example, scuba gear or climbing gear.

◆

Final Assessment

Student Name _____

Senior Project Title _____

Please comment on each phase of Senior Project:

A. Letter of Intent and Final Proposal

B. Paper

C. Project

D. Portfolio

E. Exhibition

Assessment Panel Signature _____ Date _____

Student Signature _____ Date _____

Original: Portfolio

2008–2009 School Calendar

August

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	NEW 20	NEW 21	NEW 22
ALL 25	School Starts 26	27	28	29

September

Mon	Tues	Wed	Thurs	Fri
Labor Day 1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
1/2 BLD PDD 29	Rosh Hashanah 30			

October

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	Yom Kippur 9	10
Columbus Day 13	14	15	16	17
20	21	22	23	24
27	28	29	30	1/2 Bldg PDD 31

November

Mon	Tues	Wed	Thurs	Fri
3	VOTE-PDD 4	5	6	7
10	Veterans Day 11	12	13	14
17	18	19	20	21
24	25	26	Thanksgiving Day 27	28

December

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	Christmas Day 25	26
29	30	31		

January

Mon	Tues	Wed	Thurs	Fri
			New Year's Day 1	2
5	6	7	8	9
12	13	14	15	1/2 BLD PDD 16
MLK 19	PDD 20	21	22	23
26	27	28	28	30

February

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
Pres. Day 16	17	18	19	20
23	24	25	26	27

March

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	Good Fri 10
13	14	15	16	17
Patriots Day 20	21	22	23	24
27	28	29	30	

May

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
Memorial Day 25	26	27	28	29

June

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	FHS Grad 5
8	9	10	11	12
15	16	180th Day 17	18	19
22	23	24	25	26
29	30			

July

Mon	Tues	Wed	Thurs	Fri
		1	2	3
Summer Academic Programs				
6	7	8	9	10
Summer Academic Programs				
13	14	15	16	17
Summer Academic Programs				
20	21	22	23	24
Summer Academic Programs				
27	28	29	30	31

Holidays / Vacations

Labor Day	Sept 1
Rosh Hashannah	Sept 30
Yom Kippur	Oct 9-10
Columbus Day	Oct 13
Veterans' Day	Nov 11
Thanksgiving Recess	Nov 26, 27 & 28
Holiday Recess	Dec 24 - Jan 2
Martin Luther King, Jr. Day	Jan 19
Winter Recess	Feb 16 - 20
Good Friday	Apr 10
Spring Recess	Apr 20 - 24
Memorial Day	May 25
Last Day of School	June 17*
(*Pending snow, etc)	

Marking Periods

	<u>Term Endings</u>	<u>Report Cards</u>	<u>Parent Conf.*</u>
Elementary:	Dec. 2, 2008 March 10, 2009 Last day	Dec. 9, 2008 March 17, 2009 Last day	Dec 10 & 11, 2008 Mar 19 & 20, 2009 <i>*subject to change depending on MCAS</i>
Middle Schools:	December 1, 2008 March 16, 2009 Last day	Dec. 4, 2008 March 19, 2009 Last day	Dec 4 & 5 2008 Mar 19 & 20, 2009
High School:	Nov. 3, 2008 Jan. 26, 2009 April 6, 2009 Last day Graduation: June 5, 2009	Nov. 13, 2008 Feb. 3, 2009 April 15, 2009 mailed home	<u>Last Name A - J</u> Nov. 20, 2008 <u>Last Name K - Z</u> Nov. 24, 2008

Exhibition Rubric

PRESENTATION

Scoring Guide/Grade Sheet

To be completed by Assessment Panel

STUDENT NAME: _____

TITLE OF PAPER _____

PROJECT: _____

Directions:

Score the presentation for all indicators in each category and write the score in the box. Total the scores to determine the grade.

Criteria		10/9 = A		8 = B		7 = C		6 or below = D or F		
IDEAS AND CONTENT	Purpose	10/9	Very clear purpose thoroughly explains what student learned	8	Clear purpose explains what student learned	7	Shows purpose; explains what student learned	—	Purpose is unfocused and student learning is unclear	
	Explains paper and project	10/9	Excellent balanced coverage of both paper and project	8	Good balanced coverage of both paper and project	7	Covers both paper and project	—	Unequal coverage of both paper and project	
	Audience interest	10/9	Highly successful in maintaining close audience interest	8	Keeps the audience interested	7	Audience listened	—	Loses audience interest	
	Impromptu response	10/9	Fluidly, knowledgeably handles questions	8	Handles questions well	7	Handles questions in routine fashion	—	Has difficulty answering questions	
ORGANIZATION	Introduction	10/9	Highly effective introduction, captures audience's attention	8	Effective introduction, gets audience's attention	7	Introduction present	—	Introduction unclear and not present	
	Sequence/Transitions	10/9	Smooth, effective transitions throughout	8	Transitions work	7	Transitions simple, may be obvious	—	Transitions not present or awkward	
	Use of details	10/9	Details relate to key points, well placed for impact	8	Details fit to key points	7	Details connect to some points	—	Details lacking or do not illustrate point	
	Conclusions	10/9	Well-designed conclusion	8	Planned conclusion	7	Conclusion present	—	Conclusion is unclear or missing	
DELIVERY	Eye contact	10/9	Very effective eye contact includes the entire audience	8	Very good eye contact with most of the audience	7	Eye contact with some of the audience	—	Eye contact is minimal, few members included	
	Pronunciation/enunciation	10/9	Correct pronunciation, even of difficult words	8	Correct pronunciation	7	Mostly correct pronunciation	—	Pronunciation inhibits the flow of speech	
	Body movement	10/9	Skilled facial expression, gestures, and body movements	8	Good use of facial expression, gestures, and body movements	7	Some use of facial expression, gestures, and body movements	—	Little use of facial expression, gestures, and body movements	
	Fluency	10/9	Fluent delivery (no "ums," "ya know," "like," etc.)	8	Fairly fluid delivery	7	Smooth delivery with minor breaks	—	Rough delivery with breaks	
WORK ETHIC	Appropriate dress	10/9	Very good	8	Good	7	Acceptable	—	Unacceptable	
	Audio or visual aid	10/9	Excellent quality	8	Good quality	7	Acceptable	—	Unacceptable	
	Student's preparation	10/9	Extremely well presented	8	Well presented	7	Satisfactorily presented	—	Unsatisfactory presentation	
Challenge/difficulty		10/9	Content required extraordinary effort	8	Content required substantial effort	7	Content required moderate effort	—	Little effort required	
TOTAL SCORE =		Please write any comments on the back of this scoring guide.								

Project Rubric

STUDENT NAME: _____

PROJECT

Scoring Guide/Grade Sheet

PROJECT: _____

To be completed by Mentor and/or Site Advisor

Directions:

Score the project for all indicators in each category and write the score in the box. Total the scores to determine the grade.

TIME	GRADE	Pass				No Pass Project not complete on time. Less than 60 hours actual work
		10/9 = A	8 = B	7 = C	6 or below= D or F	
	P	The student completed the project on time. At least 60 hours of actual work on project				NP
Score	10/9	10/9 = A	8 = B	7 = C	6 or below= D or F	
CHALLENGE/ DIFFICULTY	10/9	Very challenging for student and required extraordinary effort	Challenging for student and/or required a good amount of effort to complete	Required effort, but the challenge was minimal	Required little effort with virtually no challenge	-
	10/9	Something entirely new or a much more advanced level of something done before	If not new, the project was approached in a fresh manner	Interests the student	Did not interest the student	-
Score	10/9					
EVIDENCE OF PLANNING	10/9	The student started right away and planned ahead; when faced with setbacks, the student sought alternatives	The student started in a timely fashion and spaced out the work; when faced with setbacks, the student sought alternatives	The student was not careful to plan ahead, but accomplished the task; when faced with setbacks, the student sought alternatives	The student did not plan ahead and the task was not accomplished; when faced with setbacks, the student had difficulty finding alternatives	-
Score	10/9					
QUALITY/LEARNING	10/9	The project is excellent	The project is good	The project is completed	The project is not completed	-
	10/9	The student shows excellent evidence of learning	The student shows good evidence of learning	The student shows some evidence of learning	The student shows little evidence of learning	-
Score	10/9					
DOCUMENTATION /PORTFOLIO	10/9	All documentation is extensive, complete, presented professionally, and on time	All written documentation is complete and on time	All documentation is complete	Documentation is not complete	-
	10/9	Thorough and interesting project reflections	Interesting and complete project reflections	Project reflections are complete	Project reflections are incomplete	-
TOTAL SCORE =		COMMENTS				

Portfolio Rubric

STUDENT NAME: _____

PROJECT: _____

Directions: _____

Score the portfolio for all indicators in each category and write the score in the box. Total the scores to determine the grade.

PORTFOLIO
Scoring Guide/Grade Sheet

*To be completed by Assessment Plan
and/or Mentor*

FORMAT		Pass				No Pass	
		P	8	7	C	NP	Does not meet minimum format standard
Quality of Evidence	Score	10/9	8	7	-	-	-
		Focus goes beyond connecting interest and achievement	Focus demonstrates superior interest and achievement	Focus demonstrates strong interest and achievement	Focus does not seem related to interest and achievement		
		Demonstrates extraordinary purpose and excitement in project	Demonstrates superior purpose and excitement in project	Demonstrates clear sense of purpose and excitement in project	Does not demonstrate purpose and excitement in project		
		Work shows outstanding, developed goal based solely upon aptitude and achievements	Work demonstrates a practical, planned goal for future endeavors	Work demonstrates a practical goal	Work is incomplete/ impractical		
Quality of Reflections	Score	10/9	8	7	-	-	-
		Outstanding selection of artifacts reflect FHS Expectations	Artifacts are selected that clearly reflect FHS Expectations	Artifacts are selected that give attention to FHS Expectations	Artifacts are selected that do not demonstrate FHS Expectations		
		Shows phenomenal insight into the connection between artifacts and personal educational experiences	Makes meaningful connections between artifacts and personal educational experiences	Makes logical connections between artifacts and personal educational experiences	Little attempt is made to connect artifacts and personal educational experiences		
		Notable, strong, individual voice throughout the reflections- clear and concise focus	Clear, unique and individual voice with a clear focus throughout the reflections	Clear and individual voice with focus throughout the reflections	Shows lack of focus- limited thought in reflections		
Quality of Presentation	Score	10/9	8	7	-	-	-
		Extremely thoughtful- reflects personal growth and student's thought process of ideas, predictions, and plans	Thoughtful- reflects personal growth and student's thought process of most ideas, predictions, and plans	Reflects personal growth and student's thought process of some ideas, predictions, and plans	Does not reflect personal growth and/or student's thought process of ideas, predictions, and plans		
		The portfolio goes above and beyond assignment and clearly connects to the student's future	The portfolio extends beyond assignment, making strong, purposeful connections to the student's future	The portfolio makes adequate connections with the student's future	The portfolio shows impractical or poorly planned future goals		
TOTAL SCORE =		Please write any comments on the back of this scoring guide.					