SENIOR PROJECT
GUIDELINES
AND REQUIREMENTS
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Overview

The Senior Project is designed to be the culmination of each student’s academic experience at Twin Falls School District (TFSD). It is a genuine opportunity for students to merge their various interests, passions, and curiosities with the community, the modern workplace and their academic lives as seniors of TFSD. their academic lives at school. Similarly, the project is a vehicle for seniors to demonstrate autonomy, complexity, and awareness. An education at TFSD has many facets, from the basic facts of subject matter, to critical thinking, problem solving, and attaining lifelong learning skills. The Senior Project is a measurement of those lifelong skills that are important to attaining a quality life and a desire for continued learning.

The Four Main Components of the Senior Project

1. Organization and Writing (Project Proposal)
2. Reading and Research (Research Paper)
3. Use and Application of Technical Skills (Project)
4. Oral Presentation/Portfolio (Presentation/Portfolio)

The Project Proposal

Each student will develop a project proposal during the 4th quarter of the junior year in advisory. The proposal will include an overview of the project and identify measurable goals. The proposal will identify the area of focus and the purpose of the project and illustrate how the project connects to his/her hobby, community service, and/or workforce. The student must be able to connect his/her proposal to two of these areas.

The Research Paper

Each project will require a research paper that proves a specific thesis. The paper will be written in the MLA format and require cited sources from research. This will be completed senior year.

The Project

The project is a creation based on choosing, designing, and developing a product, project, or service related to the student’s interest while connecting it to the community or to the workforce.

The Oral Presentation/Portfolio

A portfolio will be compiled that includes all paperwork completed while working on the Senior Project. The student will provide a public presentation and/or demonstration of their product, project, or service. The administration/counselors will design the method by which the presentation is delivered and is evaluated.
Dear Parents/Guardians of TFSD Seniors:

Twin Falls School District is excited to announce that the seniors of the graduating class of 2013 will be embarking upon a new educational experience. They will be required to complete a Senior Project. This is an opportunity for students to use the skills they have acquired throughout their educational careers. Senior Projects are required by the State of Idaho, and Twin Falls School District is moving forward with this extraordinary learning experience.

Students will not be alone in their quest to complete a Senior Project. Parents, teachers, administrators, counselors, and community mentors will help them move along and learn more about their area of interest. They will be supported by advisory teachers, as well as teachers of all disciplines. Advisors, counselors and administrators will help students decide upon community mentors. This will be an amazing opportunity for students to connect with the public and find the relevance of their education.

As outlined in the Overview, the Twin Falls School District Senior Project has four components: a **proposal**, a **research paper**, a **physical product**, and a **presentation/portfolio**.

The first component of the project is the proposal. By the time students reach their junior year of high school, they will have had the opportunity to think about what they want to focus on for their project. They will be developing a proposal throughout their junior year that will be due at the end of that year. This will give the students (and parents) the summer before their senior year to make connections, begin research, develop/implement a plan for their projects.

The second component, the research paper, will be part of the English 12 curriculum. Since research is a state standard at this level, students will use English 12 as a vehicle in which to create a well-conceived, well-researched, and well-written document. While doing the research paper, students will keep a journal. In the journal, students will log the actions they take to complete their project. They will document interviews, cite sources, and relate successes, as well as failures, during the process of project completion. The journal is a very important part of the project, as it maps out how the project was created.

The product component of the project will require the student to create some sort of visual aid, graphic, chart, model, or other physical representation of their work. This physical project will be the center of the student’s presentation to be shown at the community open house, which is the final phase of the Senior Project.

During the presentation, students will explain the learning that occurred in completing the project. The student will give an 8 – 15 minute presentation to a panel of judges. They will address what they proved in their research paper, explain their physical project, discuss obstacles encountered, and give details about what they learned. Students’ ability to speak clearly and articulately will be assessed. They will wear business clothes and present themselves in a mature and knowledgeable manner.

The Senior Project enhances your student’s education in a number of positive ways. We hope, as a faculty and administration, that you will support your student in this endeavor so success will be easily achieved.

Sincerely

TFSD Faculty and Administration
TO THE PARENT OR GUARDIAN

As a parent/guardian of a student at Twin Falls School District, I am aware that my son/daughter must pass all four phases of the Senior Project to graduate:

Proposal, Research Paper, Project, and Board Presentation

I/We fully understand that the Senior Project selection decision is made independently of the staff and administration of the high school, but is subject to Junior Board Committee approval. It is assumed that costs of related activities will be minimal; however, the decision concerning expenditures is up to the student and his/her parent/guardian. All costs of the project will be assumed by the student/parent.

It is assumed that the Senior Project will be of an educational nature and will not involve unusual risk. If the Senior Project Coordinators feel that there is unwarranted risk, parents will be notified before approval is given and may be asked to assume liability. I/We understand that if my/our student does not complete any portion of the Senior Project he/she will not participate in graduation ceremonies until completion. If students cannot make these deadlines due to extenuating circumstances, he/she may appeal the deadlines to the high school principal prior to the due dates. The diploma will be held until successful completion of the Senior Project.

Finally, both my daughter/son and I understand that falsifying or plagiarizing any aspect of the Research Paper or Project will result in failure of the Senior Research Project.

Please sign the following:

Parent/Guardian Signature_________________________________________________

Parent’s e-mail address_____________________________________________________

Student Signature________________________________________________________

Student’s e-mail address____________________________________________________

Committee Approval___________________________ Date:________________________
Getting Started

How to Select a Topic

Topic of research for a Senior Project may come in a variety of forms. The student may build, develop, grow, conduct an experiment, then research and write about this topic of interest. The student must also connect his/her topic of interest to at least two of the following: Academic, Community Service, or Career. This will help insure that student interest can be connected not only to the academic, but also to the community in which they live. It is advised that the student use as many methods of research as possible in completing the project. Using a variety of methods will demonstrate to the committee that he/she has attained knowledge in several areas in order to complete the Senior Project.

Senior Project Support

The Senior Project Support may be comprised of a TFSD advisor, administrator, counselor, or classroom teacher, parent(s)/guardian(s) and at least one community mentor.

Expectations

Expectations are very high for all students in completion of the Senior Project. Excellence and high quality projects are a must. When projects are well done and well thought out, students will find relevance in their work, and will be pleased and satisfied with the outcomes of their research; it will be a capstone to their educational experience.
The Project -- Examples

The Senior Project could be any of the following examples:

• A physical product: painting and selling your work, modeling for an agency, fashioning designs, creating computer program(s), rebuilding engines, constructing cabinets.

• A written product: short story, book of poetry, novelette, published articles, periodical, photographs

• A performance: dance or music recital, drama production, music video, fashion show, a formal speech in front of a large audience

• A teaching or leadership experience: teach junior high health classes about teen alcoholism, teach about knights and armor to a middle school class, coach a little league team, or organize and hold a sports camp

• A physical experience: learn to scuba dive, organize/run a marathon, start a fitness program and train others, earn a brown belt in karate while training another to a white

• A career-related project: “shadow” a police officer, view medical procedures, interview people in the airline field and prepare a manuscript on the subject

• A technology project: develop a home page on the World Wide Web, computer generated images or movies, photography and photo editing for an organized event
Responsibilities of Student

1. Review this document with your advisor and parent/guardian and return a signed copy by the deadline to your teacher for placement in your portfolio.

2. Regularly update materials in your portfolio.

3. Complete all assigned project components on or before deadlines.

4. Identify a Senior Project topic.

5. Complete and receive approval of a Senior Project Proposal.

6. Write a research paper on your topic.

7. Successfully complete your senior project by the deadline.

8. Present the completed senior project in accordance with the project presentation requirements.

9. Confer with the teacher, mentor, and or parent as needed on all steps of all components of the Senior Project.

10. Write thank you notes or letters to each person who assisted with the senior project.

Statement of participation: I have reviewed this document with my advisor and parent(s). I understand my role and my responsibilities for the Senior Project.

Student Name: _________________________________     Date ______________
Signature ________________________________

Parent Signature: _______________________________     Date ______________

Teacher: ___________________________________      Date received signed form: _______
Responsibilities of Parent

1. Review and sign the Responsibilities of Student document with your child.

2. Review, sign and return this document to your students’ Senior Project advisory teacher.

3. Support the efforts of your child during the Senior Project completion process.

4. Support the efforts and process of Twin Falls School District advisors and district personnel during the Senior Project process.

5. Attend the final presentation of your students’ senior project at the closing of the senior year.

6. Complete and return all parent forms associated with the Senior Project.

Statement of participation: I have reviewed this document with my advisor and parent(s). I understand my role and my responsibilities for the Senior Project.

Student Name: ________________________________     Date ________________

Signature: ____________________________________

Parent Signature ______________________________

Teacher: ___________________________________     Date received signed form: _______
Responsibilities of Advisory Teacher

1. Review responsibilities of all participants with student.

2. Communicate deadlines, criteria and evaluation methods to each student.

3. Maintain a portfolio with a copy of the signed student responsibility sheet and all related forms and documentation.

4. Guide the student through all components of the project.

5. Seek support and assistance as needed from administration and/or related academic teachers.

6. Collect and evaluate advisor related components of the Senior Project

7. In the review process, provide an opportunity for suggested revisions. Enlist the assistance of other coordinating teachers or academic teachers as needed.

8. Provide opportunities for the student to work on the project.

9. Provide opportunities for the student to practice the necessary skills for the project and presentation.

10. Advise the student through the planning phases according to an established timeline and due dates.

11. Submit the graduation eligibility form to the district upon request to identify whether the student qualifies for graduation.

Responsibilities of the Junior/Senior English Teachers

As per the TFSD Research Continuum:

The Junior English teacher will assist the student in creating a viable thesis statement for the project to be presented to the Junior Board Proposal Committee

The Senior English teacher will assist the student in expanding upon their thesis statement to research and produce their senior project paper
Responsibilities of the Administration and Counselors

1. Notify students and parents that the successful completion of a Senior Project is a graduation requirement.

2. Arrange for the demonstration, display, distribution, or presentation of the completed project including hosting the Open House.

3. Provide resources necessary to complete district approved Senior Projects.

4. Allow calendar scheduling to include time for the presentation or judging of Senior Projects, according to teacher needs.

5. Offer media and academic support for research strategies, research material and the associated technological support.
PROJECT PROPOSAL OVERVIEW

1. Physical Project Description: What is the “hands-on” part of your Graduation (Senior) Project, and how will you document your project time for judges (other than a project journal)?

2. Description of the Research Paper: What do you want to know about the area of interest you will research while looking for information that will help you prove your thesis?

3. Relationship between Project and Paper: How are they tied together? Remember, the paper is NOT ABOUT the project, but related to it. How will they support each other?

4. How will this Graduation (Senior) Project (Paper and Physical Project) extend your learning beyond your present experience and knowledge? This is to say, How will there be a learning stretch – what new things will you learn?

5. What background experience do you already have in the area to be studied?
THE RESEARCH PAPER
Tentative Thesis Statement: (type your thesis statement here)
(I will prove to the reader that…)
Potential topics to be searched to prove tentative thesis statement: (type your topics here)

Final Thesis Statement (this will be filled out AFTER research has been completed in Senior English):

THE PROJECT (Physical or Experience)
Project Proposal: (at least 3-5 sentences on what you will be physically doing and learning)

The project must incorporate two of the following criteria to be accepted by the Senior Project Committee:
1. Academic
2. Community Service
3. Career

I understand that the finished project will reflect equal attention to two chosen criteria above. My project will use the following two project selection criteria: __________________________ and __________________________.

I intend to satisfy, in my project, these two criteria by (explanation here – be SPECIFIC)

*Notation: Submit this form to the Junior Board along with the Cost & Time Analysis worksheet and parent and mentor signature sheets.
THE COST ANALYSIS

Each proposal will contain a cost analysis done by the students. All materials, advertising, prizes, etc. needed should be examined, prices researched, and thoughtful assessment given regarding how these costs will be covered before the project begins. Be realistic. If the cost will be nothing, that needs to be included as well.

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Gas</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

TOTAL COST: _____________________________________________

Parent Signature: ________________________________________

THE TIME ANALYSIS

A time analysis must be done for your project. This should contain consideration of each part of the project: the time estimated to complete each phase of the project as well as the entire project.

Estimated Start Date: ____________________________________

Number of Months/Weeks to Completion: ____________________________

Estimated Hours per Week: _____________________________________

Estimated Completion Date: ___________________________________
# PROJECT
## Junior Project Proposal

**Student Name:** ____________________________________________

**Project Title:** ____________________________________________

## Overview

**Description of Project:** (Briefly state what you will do: create, design, investigate, build, learn, produce, develop, etc.)

**Thesis Statement:**

**Significance of Project:** (How does it connect to your Academic, Community Service, or Career? Must connect to at least two of the three areas.)

**Choice of Mentor:** (Provide first and last name of your mentor, and explain why he/she is a qualified person to mentor you in this project)

## Determining Learning Goals

**Prior Knowledge and Skills:** (What do you already know regarding your project? What have you already done in this area? Do you have any formal training, have you taken any classes, or are you currently taking a class in this area?)

**Learning Stretch:** (How will this project be a new and meaningful challenge for you?)

**Learning Goals/Outcomes:** (What will you understand and/or be able to do as a result of this project?
1. 
2. 
3. 
4. 
5. 
6. 
7.
### Junior Proposal Boards—Presentation Rubric

<table>
<thead>
<tr>
<th>Project Presentation</th>
<th>Did they do this:</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Satisfactory ___ or Unsatisfactory ___</td>
<td></td>
</tr>
<tr>
<td>Introduces self and project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Physical Project** | Satisfactory ___ or Unsatisfactory ___ | *Is there a hands-on piece?*
| Explains what they will be physically doing and learning for their project | *Will the project take around 40+ hours?*
| | *Check to see if they have thought through involvement with others…* (checked w/ admin if something at school, talked to community partners, made appropriate first steps to make sure feasible) |
| **Research** | Satisfactory ___ or Unsatisfactory ___ | **Cannot be a How To paper.** The student needs to be able to prove something… English 12 teachers will help refine, but do not accept if it is way off. |
| Explains what they may be researching and how that is related to their project | | |
| **Learning Stretch** | Satisfactory ___ or Unsatisfactory ___ | How much background experience does the student have, this should stretch the student learning. |
| Explains how this will be a new experience and a learning stretch for them | | |
| **Criteria** | Satisfactory ___ or Unsatisfactory ___ | Must meet 2 of the 3 criterion |
| Which criteria will be met and how will they be met (Academic, Community Service, or Career) | | |
| **Mentor** | Satisfactory ___ or Unsatisfactory ___ | Must have to complete Jr. Boards |
| Appropriate and signature is on the proposal | | |
| **Parents** | Satisfactory ___ or Unsatisfactory ___ | Must have to complete Jr. Boards |
| Have signed the proposal | | |
| **Cost Analysis** | Satisfactory ___ or Unsatisfactory ___ | If an enormous amount of $, check to make sure they have the means or a plan |
| Is the cost plan clear and reasonable | | |
| **Time Analysis** | Satisfactory ___ or Unsatisfactory ___ | Is it doable? |
| Appears to be enough time allotted to get the project done | | |

Approved ______________ Needs Work __________ Not Approved ______________
Project Commitment Poster

**Purpose:** To create a visual representation of your Senior Project

**Requirements:**

**Size:**
- Standard 8” x 12” paper

**Layout:**
- Title should be prominently displayed and neatly rendered.
- Your name, first and last, should be neatly printed in the lower right corner.
- The body of your poster should pictorially represent your project.

**Craftsmanship:**
- Lettering of title should be legible and easily read from at least 20 feet.
- Use correct spelling of all words
- Images used must be school appropriate
- If collage is created, paper must be carefully glued down so images remain flat
- Poster must be smudge- and smear-free

**Consider:**
- Using color blocks, background design or shapes to organize visual elements
- Overlapping pictures or putting them at angles to create interest
- The effect of using a combination of large, medium and small shapes within your poster using computer-generated text which you apply to a poster for a clean, crisp appearance
- Adding captions of drawings to the visual images

**Important:**
Remember that your poster will help create a first impression of your project.
Student Name: Joe Runner

Project Title: Organizing a Marathon

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Project:</strong></td>
</tr>
<tr>
<td>I will train for and run a marathon</td>
</tr>
<tr>
<td><strong>Thesis Statement:</strong> The benefits of running as a life-long sport can battle the obesity epidemic for children and adults alike.</td>
</tr>
<tr>
<td><strong>Significance of Project:</strong></td>
</tr>
<tr>
<td>This is something I’ve dreamed of doing for the last five years, ever since I was in track in middle school. Organizing the marathon will involve not only the city council, police, and those interested, but will help the community as a whole to become more physically fit.</td>
</tr>
<tr>
<td><strong>Choice of Mentor:</strong></td>
</tr>
<tr>
<td>I’ve chosen to use John Smith, a friend of my father’s, to be my mentor. He has been running for 17 years and recently trained for and ran his 12th marathon.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Determining Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior Knowledge and Skills:</strong></td>
</tr>
<tr>
<td>I have been on the track and cross-country team since 8th grade. I’ve run one 5k race. I’ve read a few running magazines over the years and watched a few sports programs in which athletes are discussing their training methods. My cross-country coach has discussed good training methods.</td>
</tr>
<tr>
<td><strong>Community Outreach:</strong></td>
</tr>
<tr>
<td>I have never planned for an event like this, but I will focus on reaching different organizations and businesses to gain the interest of as many people as possible. Newspapers, radio stations, and community organizations will be the most likely candidates.</td>
</tr>
</tbody>
</table>
THE COMMUNITY MENTOR

A mentor for the Senior Project should be chosen with great care since the Mentor oversees the Senior Project and is the expert in the field the student is exploring. The choice should be directly influenced by the topic of the Senior Project. An ideal mentor, for example, would be an instructor in the academic area of choice, a respected member of the community, or a business man or woman who is willing to help the student achieve his/her goals. Help in locating a mentor will be given if requested.

The Mentor provides three essential services for the student.
1. Guides the student through the project phase
2. Helps the student organize information and gain experience in the field chosen
3. Signs both the mid-project and final project verification forms
4. Reads and critiques the student’s research paper early on and then in its final form (focusing on content).

The Mentor also:
1. Must be at least 21 years of age
2. May not be a family member
3. May not be a faculty member of the school you attend.
4. Must be willing to help the student on a volunteer basis
5. Will sign the appropriate forms
Mentor Ideas

✓ Mentors are the experts in the community who have offered or are willing to help with the Senior Project. Use their expertise. Much of the value of the Senior Project comes via contacts with these experts.

✓ Consider that the Mentor often has a busy schedule

✓ Give the Mentor advance notice that the student needs help
  o Set up appointments and keep them
  o Be appreciative of the Mentor
  o Keep the Mentor informed of what is going on with the project

When initial contact is made with a mentor, use polite telephone manners. The following may be an example of how the first conversation might be approached:

“Hello Mrs. Jones (Mentor name), this is _____________, the person whose Senior Project you have agreed to mentor.”

Mentors are busy people who have lots of contacts—they may not remember you, at first. It is important that your Mentor have your name, address, and phone number.

Then, it is important to schedule when (what days, times, and/or weeks) your Mentor is able to talk with you. (Try to make contact only during the scheduled time.)

Try to remember to always thank your Mentor for his/her time after each contact or conversation. Please be sure to go over the expectations with the Mentor stated within the Mentor/Student Form.

Please understand that the student and Mentor should work together on all aspects of the Senior Project: Proposal, Paper, Project, and Presentation.
Dear Senior Project Mentor:

Thank you for volunteering your time and expertise for one of the seniors in the class of 2013. Your efforts will allow this student to demonstrate all the skills required for graduation in this culminating project. Each student will plan and execute a project, plan and write a cited research paper on a related topic, and finally make a presentation about the whole process of completing the senior project to an audience or panel of judges.

The students have chosen projects that they are interested in and understand that it is their responsibility to perform the work and create the results. You are in no way obligated to do required work for them or provide materials for them. You may donate materials if you choose to do so, however. We ask you to check on their progress periodically during the project (by filling out evaluation forms and signing the student’s project journal) to encourage the student and to ensure that they complete it on time. We will have forms for you to complete at the mid-point and end of the project. We also ask that you mentor the student in the content of their research paper—ensuring accuracy. Again, we will have some forms for you to complete related to the paper.

Liability for injury and/or death during this project has been assumed by the student’s parents/guardian, as they have approved the student’s choice of project. You will be invited to the Senior Project Open House that will occur at the end of the school year. You are an essential part of this effort and we look forward to meeting with you and sharing ideas and comments about Senior Projects.

Thank you for your interest in our students.

Sincerely,

Senior Project Coordinators
(Advisory Teacher)
Mentor & Student Contract

The mentor and student complete and sign this contract. This contract lists the expectations the mentor and student have for each other. It helps focus your meetings and provides direction. **Make a copy for the mentor and student. It will be needed later in the year.**

**Student Information**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Advisor</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Phone/E-mail</th>
<th>Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Brief Description of Senior Project**

**Mentor Information**

<table>
<thead>
<tr>
<th>Mentor Name</th>
<th>Work Phone</th>
<th>Home Phone (optional)</th>
<th>Email</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Please state your qualifications and experience in the subject area of the student's project:

If the project involves organizing an event, the mentor must be at the event to supervise and evaluate. This is very important. If it is impossible for the mentor to be at the event, the student must find a staff member to fill in.

In the space below, please list the responsibilities both of you agree to fulfill:

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
<th>Mentor Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

All written work must be appropriate for high school and be free of profanity, use of drugs, pornography and use of teacher names.

I agree to mentor this student on the required Senior Project. I agree to meet (communicate with) the student a **minimum of two times per month** in order to monitor the progress of the project. We both agree to fulfill the responsibilities as listed above.

**Mentor**

Signature: ___________________________ Date: ___________________________

**Student**

Signature: ___________________________ Date: ___________________________
Mid-Project Mentor Report

(To be shown to Advisory teacher by _________________)

Student Name__________________________________________ Phone Number__________
Mentor__________________________________________ Phone Number__________

Have you seen the student’s Project Log?  Yes_____ No_____ 

The student has conferred with me about his/her project.  Yes_____ No_____ 

How many times have you met with your student thus far?  ___________________

In what ways have you worked with the student?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

The student is/is not (circle one) making satisfactory progress at this point and should be able/not be able (circle one) to successfully complete the project phase by ___________________________.

Please give a brief explanation of any concerns or questions you may have about the student’s progress toward completion of his/her project.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Mentor Signature____________________________________ Date____________________

Thank you very much for the time and effort you are contributing to our student and his/her Senior Project. Your time and energy are very much appreciated!
# Mentor Evaluation

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Mentor’s Signature</th>
</tr>
</thead>
</table>

To the Mentor: Please evaluate the student’s project using the criteria below. Please write additional comments. These comments are very important in the evaluation procedure. The student’s Senior Advisory teacher will use your evaluation in assessing the quality of the project. Please be as candid and thorough as possible. Please total the score. Thank you very much for your time.

<table>
<thead>
<tr>
<th>Meets goals of proposal/challenge</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Exceptional Achievement</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Meets goals of proposal; product was a challenge</td>
<td>Exceeds goals of proposal; a major challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
<td></td>
<td></td>
<td>/4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Ethic</th>
<th>Does not meet as scheduled; rarely asks questions; lethargic; unenthusiastic; disrespectful</th>
<th>Is enthusiastic but is sometimes late to meetings; asks few questions</th>
<th>Enthusiastic; knows how &amp; when to ask questions; shows initiative; comes ready to work</th>
<th>Prepares questions in advance; extends learning outside meeting times</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
<td>4 points</td>
<td>/4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeliness in completion</th>
<th>Product was late, incomplete, or of unacceptable quality</th>
<th>Product was on time, but did not allow extra time for troubleshooting, etc.</th>
<th>Product was complete early enough to allow for troubleshooting, adding finishing touches, and evaluation</th>
<th>Product was complete well in advance of due date</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
<td>4 points</td>
<td>/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibilities on mentor sheet fulfilled</td>
<td>Below Standard</td>
<td>Approaching Standard</td>
<td>Meets Standard</td>
<td>Exceptional Achievement</td>
<td>Score</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Did not meet responsibilities on a regular basis</td>
<td><strong>1 point</strong></td>
<td>2 points</td>
<td>3 points</td>
<td>4 points</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Nearly met all responsibilities</td>
<td><strong>2 points</strong></td>
<td>3 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met all responsibilities on mentor contract</td>
<td><strong>3 points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Product Quality</th>
<th>Poor or incomplete craftsmanship; clearly below standard for student’s individual learning, skills, &amp; ability levels; little or no evidence of use of correct tools, techniques, technology, terminology, &amp; leadership (where applicable)</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>/4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Craftsmanship qualities do not meet the standard for student’s individual learning, skills,</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>&amp; ability levels; use of correct tools, techniques, technology, terminology, &amp; leadership</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>(where applicable) lacking</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Craftsmanship qualities meet the standard for student’s individual learning, skills,</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>&amp; ability levels; use of correct tools, techniques, technology, terminology, &amp; leadership</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>(where applicable) is observable</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Craftsmanship demonstrates highly exceptional achievement as measured according to all</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>professional standards for this kind of work</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Sub-total ____
Subtract 1/2 of sub-total ____
points if late ____

Total points ____ /20
The Physical Project Journal

- All students will be expected to keep a project journal which will be included in the Senior Project Portfolio.
- A journal entry is required for EACH time the student works on the project and follow the journal guidelines
  - Each entry will begin with the date
  - Each entry will include the sessions, activities, work, attempts, failures, frustrations, victories, etc.
  - Each entry will include the students' feelings, emotions, and reactions to what is going on at this particular stage of the project
  - Each entry will include the learning that is taking place
  - Each entry will include when the session is over and number of hours worked
  - An entry could cover as little as a short phone call to arrange an interview, make and appointment, or set up an interview
- Journal format is chosen by the student
  - Chart form
  - Word processed
  - Hand written
  - Kept in a notebook
  - Kept on a disk to be printed later for assessment
- Journal must be accessible to the student at all times
  - It is an on-going document
  - It is evidence that learning is taking place
- Journal must have Mentor signatures with dates
  - At least five signatures from the Mentor is required
  - Parents must initial at least five times throughout the process
- Journal is very important and will be evaluated at the end of the project
- Format for the first page of the journal
  - Name:
  - Date:
  - Research Topic:
  - Thesis Statement
  - Project Topic:
  - Mentor/Mentor Information
  - Description of Project
Project Journal Sample

First Page of Journal:

Name: Casondra Piedmont  
Date: May 1, 2013  
Research Topic: Quilting is a business venture

Thesis Statement: Reviving quilting, which is becoming a lost art, has cultural, economic, and humanitarian benefits for our community.

Project Topic: Piece a quilt and hand quilt it as a part of the community drive “Quilts for Christmas”

Mentor:

Name: Susie Seamstress  
Position: Neighbor who has a degree in quilting  
Telephone: 324-7153

Description of Project: I pieced a quilt together and hand quilted it. I picked out my own fabric and also designed my own pattern. I made matching pillow shams and decorative pillows.

Log:

December 10, 2003
☐ My mentor and I went to Hancock Fabric to pick out my material. We also designed the pattern we would make.  
☐ I learned that it is hard to match and choose material that goes together and will fit your chosen pattern. I had first thought I would do an Americana theme, but when it came time to pick my fabric I couldn’t find anything I liked. I found some material I really liked, so I chose three other fabrics that matched.

☐ Total time: 2 hours

December 25, 2003
☐ I began just cutting strips and squares of material for my quilt.  
☐ At first I was really nervous about working the rotary cutter. My aunt had just had to get stitches from cutting her finger badly with one. I was really careful, and by the end of the quilt I was comfortable using the rotary cutter.  
☐ My mentor showed me how to properly cut the material and how to fold it straight so I could cut more than one strip at a time.  
☐ Total time: 1 hour

January 14, 2003
☐ I sewed strips together  
☐ This was my first attempt at sewing and working on the sewing machine. I learned that I wasn’t very good at sewing a straight line. The way I tried to solve this was to put a piece of tape one the sewing machine desk, to act as my guide.  
☐ Total time: 1 ½ hours
# THE RESEARCH PAPER

## Senior Project
Research Paper Rubric

<table>
<thead>
<tr>
<th>Format</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Progressing</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not less than 5 or more than 7 typed pages</td>
<td>Not less than 4 or more than 6 typed pages</td>
<td>Too short or too long</td>
<td>Bare beginning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Intro paragraph:</th>
<th>Body paragraphs:</th>
<th>Conclusion:</th>
<th>Intro paragraph:</th>
<th>Body paragraphs:</th>
<th>Conclusion:</th>
<th>Organization is not evident or needs more work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-begins broadly on topic</td>
<td>-begins broadly on topic</td>
<td>-clear topic sentences</td>
<td>-solidifies thesis</td>
<td>-begins with thesis or thesis is unclear</td>
<td>-topic sentences unclear</td>
<td>-reaffirms thesis</td>
<td>More work is needed in the following area(s):</td>
</tr>
<tr>
<td>-ends with clear thesis</td>
<td>-ends with thesis</td>
<td>-logical paragraphing</td>
<td>-summarizes key points without listing</td>
<td>-topic sentences unclear</td>
<td>-paraphrasing illogical</td>
<td>-summarizes key points</td>
<td>-intro paragraph</td>
</tr>
<tr>
<td>-creative, engaging</td>
<td></td>
<td>-insightful development</td>
<td>-no new information</td>
<td>-thought process is hard to follow</td>
<td></td>
<td>-no new information</td>
<td>-thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-easy to follow, inviting</td>
<td>-ends broadly</td>
<td></td>
<td></td>
<td>-ineffective ending</td>
<td>-conclusion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Thesis is clear; support is substantial; Point of view is consistent; Plagiarism is avoided by correctly using relevant, reliable sources in citations; Works Cited page correctly follows Writing with Style; Transitions effectively link ideas and paragraphs; Vocabulary is precise and mature; A variety of sentence structures are included.</th>
<th>Thesis is clear; support is adequate; Point of view is consistent; Plagiarism is avoided by correct use of sources in citations, Works Cited page follows Writing with Style with minimal errors; Transitions link ideas and paragraphs; Vocabulary is appropriate but may lack maturity or precision; A variety of sentence structures are included.</th>
<th>Weak support for and/or development of topic; Need for revision in one or more of the following areas: -support of thesis -choice of sources -avoids plagiarizing -citations -Works Cited page -word choice -sentence variety -transitions</th>
<th>Support and/or development of topic is lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, Mechanics, Spelling, and Punctuation</td>
<td>Strong command of grammar, spelling, mechanics, and punctuation, with few or no errors</td>
<td>Some errors are evident but are minor.</td>
<td>Surface and/or mechanical errors detract from meaning or readability.</td>
<td>Many errors affect the ability of the reader to understand the meaning.</td>
</tr>
</tbody>
</table>
Portfolio Grading Rubric

Student:

Advisory Teacher:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Portfolio Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Title Page or Poster of Commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proposal Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Journal of work done on project including time spent and learning that occurred.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Self-evaluation form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Evaluation Forms – these MUST be in the portfolio in order to pass the portfolio and project portions of the Senior Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graded copy of research paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass</td>
</tr>
</tbody>
</table>

Pass
Open House

Open House Requirements

**Purpose:** The purpose of the open house is to give students the opportunity to PRACTICE for the Senior Project Boards. It also gives the community the opportunity to come in and see the wonderful work our students have done.

**Before the Open House**
- You are responsible for providing your own electronic equipment and materials
- Let your Advisory teacher know if you need access to a power outlet two weeks prior

**During the Open House:**
- A tri-fold display board—neatly done
- Evidence for both your paper and project should be on the display
- Pictures, other graphics, charts, etc.
- You might even display some of your research for the paper.
- Dress professionally—you are representing the school.
- You must remain at your project during the entire open house.

**After the Open House:**
You may not leave until you have done the following:
- Clean up around your area
- Fold up the table at which your project was displayed
- Turn in your portfolio to the Senior Advisor

**The Open House will be May 2013 (TBA)**
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open House Requirements Rubric</strong></td>
<td></td>
</tr>
<tr>
<td>Participation: At display during entire open house in order to practice presenting all parts of Senior Project – paper and physical project</td>
<td></td>
</tr>
<tr>
<td>Display appropriately represents work done by the student for the research paper and the project equally</td>
<td></td>
</tr>
<tr>
<td>Display includes a tri-fold board with graphics, pictures, etc. that represent the paper and the physical project, and the actual physical project is present (if possible)</td>
<td></td>
</tr>
<tr>
<td>Portfolio is turned in at the end of the Open House</td>
<td></td>
</tr>
<tr>
<td>Student is dressed appropriately</td>
<td></td>
</tr>
<tr>
<td><strong>Pass</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Senior Project Panel Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Not Yet</th>
<th>2 Progressing</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Score Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Attention Getter Needs improvement or non existent</td>
<td>Attention getter lacks spark; introduction abrupt</td>
<td>Attention getter is interesting; appropriate; sets the tone</td>
<td>Attention getter is unique; appropriate</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Grammar; Transitions; Organization Disorganized; very poor grammar; no transitions; ideas choppy More than 3 minutes under/over time</td>
<td>Somewhat organized &amp; logical; significant errors in grammar; transitions inconsistent or missing More than 2 minutes under/over time</td>
<td>Organized in logical sequence; mostly correct grammar; smooth transitions More than 1 minute under/over time</td>
<td>Uniquely insightful and engaging; organized in logical sequence; flawless grammar; smooth transitions Within 7-10 minute window</td>
<td></td>
</tr>
<tr>
<td><strong>Speech Body Presentation</strong> (Must be 70% or more)</td>
<td>Research not evident or applied to project</td>
<td>Research lacks depth; project lacks quality or meaning</td>
<td>Research applied to quality product; shows depth of knowledge</td>
<td>Meaningful research; project is of superior quality; shows in-depth knowledge of topic</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge Depth</strong></td>
<td>Lacks conclusion</td>
<td>Included but somewhat irrelevant or inconsistent with speech body</td>
<td>Clear and consistent with speech body; sense of completion</td>
<td>Uniquely insightful; makes a lasting impact on audience</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion Clarity; Appropriateness</strong></td>
<td>Inconsistent, unclear answers; shows limited knowledge &amp; no deeper understanding</td>
<td>Inability to answer critical questions; shows some knowledge but limited understanding</td>
<td>Answers all simple questions; difficult questions show noteworthy and emerging understanding</td>
<td>Answers questions with ease and expertise; shows clear understanding</td>
<td></td>
</tr>
</tbody>
</table>

Meets Standard: Yes  No
The following is a possible outline for your presentation speech:

**Presentation Outline for Senior Project Boards**

- Introduction
- Attention getter:
  - Go over main points of presentation (briefly state what you will tell the audience concerning the following)
    - Physical project: What is it?
    - Connection: Which two of the three elements did you address? (Academic, Community Service, or Academic)
    - Learning Stretch: How did your project change you?
    - Evaluation: Rate your performance from 1-10 and explain your rationale
    - Miscellaneous: Memorable moments, etc.
- Time for Question and Answer period
- Thank the judges, shake hands, collect your presentation materials, exit the room.
Senior Project Portfolio Requirements

The following is the order (and checklist) for your Senior Project Portfolio. It would be best to use dividers of some sort to ensure organization of your portfolio.

---

Commitment Poster (revised if you changed your thesis or anything else)

Table of Contents – this might not have page numbers, but should explain the organization of the portfolio.

Proposal
  - Many of you had to revise your thesis – be sure to put both your original thesis (where it says “tentative thesis” on proposal) and your revised thesis (where it says “final thesis” on proposal).
  - Also be sure all parts of it are signed – you may tear the original signature page from your first proposal if nothing has changed.

Project Section

- Project Journal
- Self Evaluation Form
- Mentor Evaluation Forms (midterm and final)
- Letters to Senior Project Committee explaining why journals and/or evaluation forms were late (only if applicable)

Paper Section

- Research Paper (clean, revised copy) with Works Cited page
- Presentation Materials (optional)
- Pictures, etc. of different aspects of the project (Make it visually appealing)

Your Portfolio is due: TBA to your Advisory teacher.
Senior Project Self-Evaluation

Student Name: ______________________ Date: _______________
Advisory teacher: ___________________ Research topic: __________
Thesis Statement: __________________

1. Describe your physical project IN DETAIL:

2. How many total hours did you spend on your physical project? _______________

3. What date did you start? ______________

4. What date did you finish? ______________

5. What materials did you use?

6. What are three things you learned from working on the physical project?
   a. __________________
   b. __________________
   c. __________________

7. What are three things you learned from your research paper?
   a. __________________
   b. __________________
   c. __________________

8. How do you feel that your project will compare with others?

9. What problems did you encounter? How did you overcome these problems?

10. Did your physical project turn out the way you planned? If not, why?

11. What would you do differently if you could start all over (in regards to either the physical project or the research paper)?

12. What did you learn about yourself?

13. What grade do you think you deserve? Justify this grade in 50 or more words.

   My grade: ______________

   Justification:
# FINAL SENIOR PROJECT CHECKLIST

**Student Name:** ________________________________

**Advisory Teacher:** ________________________________

<table>
<thead>
<tr>
<th>Task</th>
<th>Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td></td>
</tr>
<tr>
<td>Mentor</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
</tr>
<tr>
<td>Open House</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
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<tr>
<td>Self-Evaluation</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
</tr>
</tbody>
</table>
Twin Falls School District
Senior Project 2012-2013

Exact dates will be given in Advisory each year to coincide with school calendar.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Senior Project Component</th>
<th>Submit To:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early February</td>
<td>Thesis Statement due</td>
<td>English 11B</td>
</tr>
<tr>
<td>Mid April</td>
<td>Project Proposal due</td>
<td>Advisory 11</td>
</tr>
<tr>
<td>Late April</td>
<td>Junior Boards</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid September</td>
<td>Journal Check #1</td>
<td>Advisory 12</td>
</tr>
<tr>
<td>End October</td>
<td>Poster of Commitment (2 color copies)</td>
<td>Advisory 12</td>
</tr>
<tr>
<td>Mid November</td>
<td>Journal Check #2</td>
<td></td>
</tr>
<tr>
<td>End Semester 1</td>
<td>Research Paper Due</td>
<td>English 12</td>
</tr>
<tr>
<td>Mid-March</td>
<td>Journal Check #3</td>
<td>Advisory 12</td>
</tr>
<tr>
<td>Early April</td>
<td>Mentor Evaluation Due</td>
<td>Advisory 12</td>
</tr>
<tr>
<td>Mid April</td>
<td>Table of Contents for Portfolio Due</td>
<td>Advisory 12</td>
</tr>
<tr>
<td>Late April</td>
<td>Recommended Project Completion Date</td>
<td>Advisory 12</td>
</tr>
<tr>
<td>Late April</td>
<td>Finalized Portfolio</td>
<td>Advisory 12</td>
</tr>
<tr>
<td>Early May</td>
<td>Project Boards</td>
<td></td>
</tr>
<tr>
<td>Mid May</td>
<td>Open House</td>
<td></td>
</tr>
<tr>
<td>Late May</td>
<td>Thank You Notes</td>
<td></td>
</tr>
</tbody>
</table>