



FAIRFIELD
CHRISTIAN
ACADEMY

Fairfield Christian Academy
Senior Project
Class Handbook

SENIOR PROJECT DESCRIPTION AND OBJECTIVE

The mission of the Fairfield Christian Academy Senior Project is for all seniors, through investigating, reading, writing, thinking, speaking, and doing, to demonstrate their ability and willingness to develop the necessary skills for occupational success, embrace lifelong learning with a biblical worldview and become informed, responsible, passionate ambassadors for Christ.

Writing Objective – In conjunction with English 12

Production and Distribution of Writing: The production and distribution of writing is a multistage, reflective process requires planning and revising and may occur collaboratively, individually and technologically. Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The states of these processes are enhanced with collaboration and technology.

- The instruction strategy for this aspect of our class will be your senior projects.

Research to Build and Present Knowledge: Conducting research to build and present knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understanding and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during inquiry process.

- Your senior project will be the instructional strategy for this component.

Range of Writing: Effective writers build skills by producing a range of writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content to their writing to accomplish a particular task and purpose. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

- Your senior project will help with learning this aspect of our class. We will also do quick writes and timed writing activities. Students respond to focused prompts that center on key ideas for current task, purpose and audience.

Speaking and Listening Objective – In conjunction with Oral Communications

Comprehension and Collaboration: The speaking and listening strand requires an intense focus on comprehension and collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion; and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focuses on the synthesis of ideas. Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these

skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

- The instructional strategy that will be utilized for this aspect of our class will be student speeches (Oral Communications) and senior projects.

Presentation of Knowledge and Ideas: The presentation of knowledge and ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or persuade an audience. Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

- The instruction strategy for this aspect of our class will be your senior projects.

SENIOR PROJECT ATTENDANCE POLICY

A goal of the Senior Project is to develop students' time management skills. Students will have 2-3 periods a week during school hours to meet with the Senior Project Advisor, but time will also need to be used outside of the school hours. Therefore, students are to schedule time to work on their project when school is not in session. Should a situation arise that hinders this, the student needs to meet with the Senior Project Advisor to determine how best to handle the situation.

It is strongly recommended that project time with the mentor be completed before or by the end of the 1st semester of the senior year, although additional hours and time with the mentor should continue to be logged for the rest of the year.

Research will also begin during the first semester and is part of English 12. Following the time line established for their projects, students write research papers with the guidance of their English teacher. Project hours should still be logged but now the emphasis is on writing the paper and research abstract for English and Senior Project. Research hours should also be logged.

2nd semester begins the Presentation portion of Senior Project and bringing together the Portfolio for Senior Project Night. Preparation hours for the final presentation should also be logged.

- ❖ **Minimum amount of time required:** A minimum of 8 hours with the mentor and 7 hours without the mentor. A total of 15 hours is the minimum amount for a senior project.
- ❖ **Senior Project credit** – Students successfully completing the minimum hours and parts of Senior Project will receive .50 credit.
Students with documented (Mentor Verification) and logged project hours of 30-74 hours will receive .75 credit.
Students with 75 or more documented (Mentor Verification) and logged hours will be awarded 1.00 credit.

Senior Project Application

Student Name:

Advisor:

Mentor(s):

Project Title and Description:

In what ways will you acquire new skills through this project?

Thoroughly explain any previous experience or prior knowledge you have in your project area:

If you have any previous experience, how will you take this experience to the next level and what skills will you build upon?

List below the physical evidence that you will include (i.e., log, pictures, video, advertising posters, product made etc.)

Advisor's Signature _____

Senior Project Team Approval _____

SENIOR PROJECT PARENTAL ACKNOWLEDGEMENT FORM

I have read and understand the requirements and expectations of the Senior Project.

My son/daughter has my permission to complete this project.

I understand that the school and its employees assume no liability for financial obligation incurred or from damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen.

Please print name

Parent/Guardian Signature

SENIOR PROJECT STUDENT ACKNOWLEDGEMENT FORM

I have read and understand the requirements for the Senior Project.

Please print name

Student Signature

Senior Project Mentor Agreement

Fairfield Christian Academy

Student Name:

Project:

Mentors: In order for students to complete their Senior Projects, they must work with a mentor who has expertise in the area being explored. The mentor must be willing to verify the student's efforts and time spent. Each student should spend at least 15 hours creating his/her project, 8 of those hours must be spent with the mentor. If you are willing to serve as this student's mentor, please complete the form below. Thank you for your participation.

What experience do you have in this area?

I agree to serve as a mentor for the above named student while he/she completes the Senior Project during the _____ school year.

Mentor Name _____ (Please Print)

Address _____

Phone _____

Relationship to Student _____

Signature _____ Date _____

“Which parts of this am I responsible for?” or: “That’s not my job, is it?”

Responsibilities of the Student

(Students: this is a *student-generated* project. 75% of this is *your* responsibility!)

- ~ complete all forms and assignments on time
- ~ choose an appropriate topic and find a mentor
- ~ keep up the project log as you go
- ~ document tangible evidence of your project
- ~ maintain frequent contact with your advisor
- ~ budget your time wisely
- ~ complete the project on my time – not school time

Responsibilities of the Advisor

- ~ provide students with an overview of the project
- ~ help students choose a topic and find a mentor
- ~ collect and score all necessary forms, including the project (use the rubric)
- ~ remind students of upcoming due dates
- ~ meet with students **regularly**
- ~ contact students’ mentors to verify student’s work
- ~ help students prepare for and/or practice their presentations (if needed)
- ~ tally Senior Project Review Board scores after presentations
- ~ help student scan portfolio into the Senior Project Archives

Responsibilities of the Mentor

- ~ provide guidance and be a role model for the student as he/she completes the project
- ~ complete and sign the mentor agreement
- ~ contact the student’s advisor as needed
- ~ provide accurate and honest verification of the student’s work

Responsibilities of the Senior English Teacher

- ~ guide students in writing the research paper rough draft in class
- ~ guide students through using the peer editing sheet to check their rough drafts
- ~ familiarize students with MLA format for proper research techniques
- ~ be familiar with paper requirements for your students
- ~ collect and grade the final draft of the research paper using the rubric
- ~ as a courtesy, remind students of upcoming due dates

PROJECT REQUIREMENTS AND SAFETY NET

Project requirements for special needs students, transfer students, can be, if needed, modified to meet the needs of the students. This decision will be based on the teacher recommendation, IEP, guidance counselor, and the FCA Administration.

Minimum amount of time required: A minimum of 8 hours with the mentor and 7 hours without the mentor.

Senior Project credit – Students completing the minimum will receive .50 credit, students with logged project hours of 30-74 hours will receive .75 credit, and students with 75 or more logged hours will be awarded 1.00 credit.

Will there be any projects that will not be allowed due to the element of danger? If the advisor believes that because of the danger involved in a specific project, he should refer the student to the Administrative Team.

Team projects: Students may do a project together when the project involves service, work, taking classes etc. The research papers must be different topics and must be completed separately.

Incomplete projects: If the project that the student was working on failed (i.e. an experiment or construction of some structure), the project is still complete – the results were different but the requirements can still be met.

Who will approve the Project? The Senior Project Advisor must approve all projects.

What is physical evidence? Physical evidence is any tangible proof that a project was completed. It can include photos, documents, videos, or the project itself. The project **MUST** be brought to the Senior Board Presentation.

Who will grade the project phase? The Senior Project Advisor will grade the project using the project rubrics and all required paperwork.

Not completing the project phase of the Senior Project: An “F” for the **ENTIRE SENIOR PROJECT and no graduation.**

Liability Waiver: Some students, depending on the nature of the project, may be required to sign a district liability waiver. The FCA Administration will make this decision.

Summer Projects: Some projects require a start-up date earlier than August of the senior year. If this is the case the student must get approval from the Senior Project Advisor. It is highly recommended that students consider starting their senior project before their senior year.

Who can be a mentor? Any adult, who is not a high school student and not a member of the student’s **immediate** family may serve as the student’s **primary mentor**. The mentor must be someone who has some expertise in the area in which the student wants to work. An **immediate** family member can serve as a **secondary mentor** in addition to the primary mentor if they have expertise in the area.

What is “the stretch” or “the risk?” A project that is a stretch or risk is one in which the student either has no prior knowledge or one in which the student desires to extend his knowledge. Project topics can include community service of some kind, personal interest, career opportunities, or activity.

LETTER TO THE SENIOR PROJECT REVIEW BOARD

One of the first impressions the Senior Project Review Board will have of you will come from this letter. The purpose of this writing is to give the Review Board an introduction to you as a whole person, beyond the work you have done on the Senior Project. They will be able to see you as a young adult with goals, interest, and opinions. When they hear you speak on Senior Project Presentation Night, they will most likely bring these insights into their understanding and consequent assessment of your presentation. This letter, therefore, must be in your best writing and must be a sincere expression of how you perceive certain aspects of yourself. Let YOU shine through!

The letter should include some of the following topics: family background, schooling, hobbies, goals, driving principles or passions, individual talents, handicaps, or unusual circumstances, experiences with the Senior Project or other intense learning activities.

Reflections on your education background and your high school years, expressions of regret or gratitude, or views on any subject that you think will give the Review Board useful information about you as a graduate are important and should also be included in your letter.

You will also introduce your senior project to the review board and give some background as to why you choose the project and possibly reflect on those things you have learned during the course of the project.

Finally conclude the letter with a thank you to the Review Board for their time in reading your portfolio and listening to your presentation.

Type this letter and use a formal business letter format including a salutation and signature.

It must be typed, single spaced, and in the appropriate font.

SAMPLE LETTER TO THE SENIOR PROJECT REVIEW BOARD – SEE NEXT PAGE.

Letter to the Review Board

Date of letter (Date you are writing the letter)

Senior Project Review Board:

As a soon-to-be graduate of Fairfield Christian Academy, I will take this opportunity to tell you about some things that I learned this year. I learned the following: procrastination is not the answer, graduation is earned (not just given as an automatic ticket at the end of the senior year), and I can accomplish a lot more than I ever realized I could if I work hard and stay with it. These lessons will be very useful to me when I leave here and go on to further training and into the workforce.

I was not sure if I could make it through four years of high school and graduate. My family has moved around a lot, and I always felt behind in school. Whenever we would move into a new area, I would go to the nearest school, but often it was very frustrating. I would have to repeat something I had already learned or be confused because I came in during the middle of the unit. But it has always been important to me to get a good education because I want to have a productive life for myself and for my family in the future. I will be the only member of my family who has graduated from high school. They are very proud of me, and I am proud of myself.

The choice of my Senior Project on carpentry relates to my career goal. I want to be a master carpenter. I love wood and working with it. I can see myself making beautiful pieces of furniture and cabinets for new homes. Too many people these days do not appreciate the time and skill it takes to make quality furniture. I would like to draw their attention to the craft of carpentry. My family really appreciates my hard work in this area. In fact, my parents and brothers and sisters are currently fighting over who gets to keep the maple dresser I made for my project. I want to leave something of myself with them when I move so I gave it to them.

Although I had to cut back on my hours of work at a nearby restaurant to work on school assignments and projects this year, I am now very happy that I did. I found that I enjoyed researching my career goal in carpentry, and I really gained a lot of satisfaction from making my maple dresser.

Thank you for taking the time to read my portfolio and for listening to my presentation. I hope you have found them interesting.

Sincerely,

Mark Sanders (Sign with blue/black pen)

Mark Sanders

SENIOR RESUME

Use the resume builder in Naviance to create your Senior Resume. If you have an existing resume in a different form, please check with your advisor to determine if it is an acceptable alternative. The Senior Resume will go in your portfolio after the Letter to the Review Board and will provide them with additional information concerning your activities. This resume can also be used for college application and scholarship programs.

WRITING THE PROJECT REVIEW

Purpose: The project review is used to introduce your project to a teacher or to a professional group to whom you hope to present your project. Your review will be part of your portfolio, which will be read by both your advisor and the Senior Project Review Board at your presentation. Since the review will be the first impression the Review Board will probably have of you, your writing should be error-free and very professional.

- REQUIRED Elements:**
1. Heading – Your Name
Fairfield Christian Academy
 2. Title of Project – Centered
 3. Begin the first paragraph with
PROJECT REVIEW (then start paragraph)
 4. Paragraph One – Summary of Project
Paragraph Two – Steps followed to complete Project
Paragraph Three – Importance/Relevance of Project to you or in general

Your Project Review should be between one and one and a half pages long. **It must be typed, double spaced, and in the appropriate font.**

SEE SAMPLE REVIEW (CONTINUES ONTO THE NEXT PAGE):

Carrie Smith
Fairfield Christian Academy

The Ins and Outs of Being a Doctor

PROJECT REVIEW: Being a doctor has always been a goal of mine. I like the idea of being helpful to people and, I have to admit, the prestige that seems to go along with the profession. I have kept my grades up in my science and math courses; and, of course, I have watched all the fictional medical programs I can. I have to emphasize that they were fictional, though, because despite my great interest in medicine, I have always been very queasy when it comes to seeing blood. Doing dissections in

those science classes has not been my favorite thing, either. I realized that if I really wanted to be a doctor, I needed to get over that problem. I decided then that I would work in the medical field for my senior project to give myself a chance to decide if I could handle it.

My advisor agreed that my idea was a good one. My family physician gave me a list of surgeons at Fairfield Medical Center who would be good to talk to. At first, the hardest part of my project was finding a surgeon to work with. I had to leave all kinds of messages and keep calling back over and over. Finally, I found Dr. Michaels, who agreed to help. He suggested that I first attend an anatomy class at a university because that might be enough to answer my question. I could also volunteer at the free clinic. If I thought I could handle it, I could observe one of his surgeries. This seemed like a good plan to me and to my advisor, so I went with it.

I learned a lot from the whole process. First of all, my fifteen hours were easily taken up at the free clinic. I spent my time there filing paperwork and cleaning. I also signed people in and had to deal with upset and angry people who had to wait a long time to see a doctor. That experience itself was very educational for me, but it did not make me change my mind about being a doctor. The anatomy class was disgusting, but I think since the cadaver's face was covered up, I was able to handle it. I ended up trying to watch an appendectomy with Dr. Michaels. I lasted about three minutes. At the first sight of real blood, I had to run out of the operating room. Being a medical doctor is no longer in my plans. I do still want to help people, though, so I am considering becoming a psychologist. I will still be a doctor, but I will not have to deal with the blood.

Student Log Overview

- The Student Log is a requirement.
- It is included in your portfolio.
- Any time spent on Senior Project should be documented in the Student Log – this includes performing the physical project, researching and writing the paper, preparing the final speech, and any other task that is performed for the Senior Project
- Log entries need to include time spent for each entry and a running total for the project.
- Log should also include; successes, failures, frustrations, feelings, emotions and reactions.

Minimum amount of time required: A minimum of 8 hours with the mentor and 7 hours without the mentor. A total of 15 hours is the minimum amount for a senior project.

Senior Project credit – Students successfully completing the minimum hours and parts of Senior Project will receive .50 credit.

Students with documented (Mentor Verification) and logged project hours of 30-74 hours will receive .75 credit.

Students with 75 or more documented (Mentor Verification) and logged hours will be awarded 1.00 credit.

Physical evidence is a requirement of the Senior Project; acceptable evidence can be pictures, videos, recording tapes, physical item, documents, charts, performances, etc...

See examples on the next pages:

Senior Project Log

Purpose: The purpose of the log is for the senior to document activity placed into the project.

Directions: Every time work is placed into the project development, the student must document the day, date and activity description and hours worked. The heading below is required on the log.

Students may elect to use an excel spreadsheet or chart option for the log.

Please see the 2 examples below:

Example Log Below - Word Document

Senior Project Log

John Doe (Your Name)

Building My Own Car (Title of Project)

Car Mechanics (Title of Paper)

Bob Johnson (Mentor)

(238) 578-3498 (Mentor's phone number)

Description of the Project: I have watched the Demolition Derby at the Fairfield County Fair since I was very young and have always really enjoyed it. For my Senior Project I am choosing to build my own car and crash it in the derby this year.

Wednesday, October 10th

This was my first meeting with Mr. Johnson and I had no idea what to expect. I have had no experience with cars other than driving them and filling them up with gas. I was worried I would not be able to understand what I was to do. Mr. Johnson first had me watch him as he performed an oil change on his truck, a Chevy S10. He talked through each step, explaining what he was doing. Mr. Johnson then asks me to change the oil on the next scheduled car, a Ford Tempo. I was very apprehensive, worried that I would mess up but he reassured me that I could do it and watched as I changed the oil. I was very messy and I ended up covered with grease but I was happy with how quickly I had caught on. (2 hours, 30 minutes)

Total Project hours: 2 hours, 30 minutes

Monday, October 15th

I went to the library to find information on car maintenance so I could begin working on my mini-manual. I do not want something very long and in-depth, just a few helpful hints about general and roadside maintenance. (1 hour, 30 minutes)

Total Project hours: 4 hours

Example Log Below - Sheet Document

Senior Project Log

John Doe (Your Name)		
Building My Own Car (Title of Project)		
Car Mechanics (Title of Paper)		
Bob Johnson (Mentor)		
(238) 578-3498 (Mentor's phone number or E-mail)		
Description of the Project: I have watched the Demolition Derby at the Fairfield County Fair since I was very young and have always really enjoyed it. For my Senior Project I am choosing to build my own car and crash it in the derby this year.		
Date	Logged Activity	Time
October 10	This was my first meeting with Mr. Johnson and I had no idea what to expect. I have had no experience with cars other than driving them and filling them up with gas. I was worried I would not be able to understand what I was to do. Mr. Johnson first had me watch him as he performed an oil change on his truck, a Chevy S10. He talked through each step, explaining what he was doing. Mr. Johnson then asks me to change the oil on the next scheduled car, a Ford Tempo. I was very apprehensive, worried that I would mess up but he reassured me that I could do it and watched as I changed the oil. I was very messy and I ended up covered with grease but I was happy with how quickly I had caught on.	2 hours, 30 minutes
October 15	I went to the library to find information on car maintenance so I could begin working on my mini-manual. I do not want something very long and in-depth, just a few helpful hints about general and roadside maintenance.	1 hour, 30 minutes
Total Project Hours		4 hours

PROJECT SELF-EVALUATION

Name _____ Date _____

1. In at least 25 words describe your project.
2. Answer the following:
 - A. Estimated total hours spent on project:
 - B. Date Started:
 - C. Date Completed:
 - D. Materials Used:
 - E. List every kind of resource including contacts. (human resources):
3. Explain how your project is a stretch.
4. Describe what risk you took in completing this project. Consider not only a physical risk but also an emotional or intellectual challenge.
5. Answer in 25 words or less:
 - A. Would you feel threatened to show your project to an expert for evaluation? Why or Why not?

B. List three things that you now know after completing your project.

1.

2.

3.

C. List all personal satisfaction you gained from this project experience.

1.

2.

3.

4.

5.

6. Short responses

A. List problems you encountered:.

1.

2.

3.

B. How did you handle these problems?

C. Explain how your project is original or creative in any way.

D. Beyond the project itself, what did you learn about yourself?

E. What grade would you give yourself for your project? My Grade: _____

F. Justify the evaluation of your grade in at least 25 words.

MENTOR VERIFICATION

Name _____

Project _____

You have been chosen to verify this student's efforts on his/her Senior Project. Since most of the time spent on the project phase of the assignment has been out of class, verification of the student's effort is necessary. Please answer the following questions to help us evaluate his/her project. If needed, please ask the student for their Student Log and Portfolio if you need that to help determine your verification of hours spent on the project. This form refers to the physical project only and not research.

1. Can you verify that he/she spent at least 15 hours creating this project?

Yes _____ No _____

Comments:

2. Have you seen this project at different stages of completion and not just the final phase?

Yes _____ No _____

Comments:

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

4. What successes have you seen this student achieve?

Signature _____

Phone _____

Relationship to student _____

Date _____

Presentation Requirement

At the presentation, every student must have a neat, organized physical display. The display will include (but is not limited to) any pictures, videotapes, Power Point demonstrations, and actual products made for your project.

SENIOR PROJECT PRESENTATION REQUIREMENTS AND SAFETY NET

- ❖ **Time requirement:** 8 to 12 minutes single project; 15-20 minutes for team project
- ❖ **Time for questions:** Determined by the judges
- ❖ **Portfolio requirements:** As stated in the Senior Project Booklet
- ❖ **Physical evidence:** Your presentation should include visual, audio and textual elements. Power points and video tape may be used – please see Senior Project Advisor for time parameters, evidence may include; pictures, recording tape, documents, charts, tables, handouts, project tools, completed final project, additional physical evidence that will enhance the audience understanding of your project.

Student does not meet the speaking requirements: The following deduction will be made to the presentation score if over or under the time requirement. 30 seconds – 1 pt., 60 seconds – 2 pts., 90 seconds 3 pts., 120 seconds 4 pts., additional points will be taken for each 30 second increment.

Student does not show for presentation: The absence will result in failure of the whole Senior Project.

Student comes to his/her Presentation late: The time is deducted from his presentation time.

A “practice” Presentation speech: Students will be permitted to arrange for a practice presentation with their advisor, but it is not required.

Will you give the Senior Project Review Board any information about students’ handicaps? Because community members may be used as Senior Project Review Board, student handicaps may not be revealed.

Will we notify parents of the Senior Presentation? How? When? In the late spring, junior parents should be asked to attend a Senior Project meeting where the day of Presentation will be announced. In the fall, those same parents should be invited to attend another meeting confirming the dates and allowing for questions to be addressed.

Grade impact of the Senior Presentations: Presentations will be their final exam grade for the course called “Senior Project.” **There will be no exam exemptions for this course.**

Suspect that the grade is unfair: If it is suspected that a student has been graded unfairly, that student will be referred to the FCA Administration.

Student fails his/her Senior Presentation: If the student fails his/her Presentation, he/she will fail the exam grade of a ½ credit course.

SPEECH PREPARATION

Step 1: What are you going to talk about? Answer the following questions. Referring to the Project pages previously completed might help.

1. How do your paper and project connect?
2. What emotions did you experience as you worked through the paper and project? (anger, excitement, pride, frustration)
3. What problems did you encounter? (money, time management, skill) Explain.
4. What personal growth did you gain from the paper and project?
5. What self-knowledge did you gain?
6. What knowledge of your topic did you gain?
7. How did the project affect your plans for your future? Explain.
8. What project advice would you pass on to next year's seniors?

Step 2: How am I going to say this? Use the answers to the questions above as references.

1. Organization – jot down your ideas on separate 3x5 cards and arrange them into an order that is logical and pleasing.
2. Slip blank cards into spaces where a visual aid is needed or would be appropriate.
3. Add blank cards for the introduction and conclusion.
4. If you have a project that can be displayed, jot down your ideas for that display on another card, i.e. photographs.
5. Plan your introduction. The introduction should:
 - a. grab the audience's attention
 - b. make the topic thesis clear (be sure to mention both paper and project)
 - c. take no more than 60 seconds

****Consider using quotations, readings, dramatics, jokes, surveys, or other audience participation sets, games, audio-visual devices, demonstrations, or questions.**

6. Plan your conclusion. A good conclusion should:
 - a. restate topic/thesis
 - b. leave the audience thinking
 - c. take no more than 30 seconds
7. Plan the display of your project. Will it be an on-going, integral part of your speech, such as a slide show? Part of your introduction? Happen after your conclusion? Will you wear it? Sit on it? Serve up samples?

*****Avoid passing items during your speech – this causes too much distraction.**

8. Plan your visual aids.
9. Make sure your advisor knows what equipment you will need.
10. Look at each idea card and fill in details, colorful anecdotes, and factual information.
11. Place all cards back in order and begin practicing your speech.

Step 3: Speech techniques to remember:

1. Eye contact – This is extremely important. Practice often enough so that you rarely need to look at your cards. Remember this is a friendly audience. Your peers and your Senior Project Review Board are pulling for you. You need the reinforcement that their encouraging expressions will give you. Look at them. True communication happens with the eyes. A speech without eye contact is only half a speech.
2. Posture – Stand proud. You have a right to be. You have accomplished a great deal.
Avoid:
 - a. Gripping the podium – white knuckles are unattractive.
 - b. Locking your knees – you've come too far to faint now.
 - c. Twitching, wiggling, shaking.You want your audience to pay attention to what you are saying.
3. Voice – your voice needs to :
 - a. Be loud enough to be heard.
 - b. Vary appropriately in pitch and tone.
4. Gesture – Use your hands to help make your point. Gestures should be natural and spontaneous, not choreographed and mechanical.
5. Props – Plan and practice using any props you will need.

Step 4: Prepare for questions. Of course, there is no way to know for sure what the panel members will ask you, but you can make some educated guesses and that process will provide you with the confidence and clear-headedness to take on any queries. Answer the following brainstorm questions:

1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have that might spark interest?
4. What part of your paper might make people curious?
5. What controversial topics, if any, do you touch on?
6. What possessed you to choose this topic?
7. Who helped?
8. How did you finance it?
9. How much time did you spend?
10. Does the project double as credit for another class?

Senior Project Presentation Rubric

Student _____ Advisor _____
 Paper Topic _____ Project _____

Area One: Content

	1	2	2.5	3	3.5	4	4.5	5
• Introduction- Student introduced self and project effectively								
• Main idea clear and supported by details								
• Organized structure to presentation								
• Clearly showed the relationship between the student research paper and project								
• Language usage- transitions, word choice, style, appropriate for age level								
• Application of learning- Student states learning was attained.... "I never knew...", "I learned..."								
• Conclusion-Appropriate and effective								
• Project challenge- Student showed evidence that the project took them out of the student's comfort zone								

Total for Area One X 2 = _____/80

Area Two: Delivery

	1	2	2.5	3	3.5	4	4.5	5
Eye contact with audience								
Posture appropriate for presentation								
Rate and Volume of speaking appropriate								
Avoided vocalized pauses- "um, like, you know..."								
Appearance- neat and appropriate for presentation								
Audio/visual aids are appropriate, able to be seen/heard								
Effective use of audio/visual aids								

Total for Area Two = ___/35

Area Three: Question and Answer Period

	1	2	2.5	3	3.5	4	4.5	5
Impromptu skills- articulate, confident								
Quality of responses								
Demonstration of knowledge								

Total for Area Three X 2 = _____/30

TOTAL for all three areas = _____ (145 possible)

Judge's Signature _____

Please *print* name under signature _____

Time: _____

You may make comments on the back of this sheet

PORTFOLIOS

4 Portfolios are required - one for the advisor to grade (provided at due date) and three for the Senior Project Review Board. The 3 for the Review Board should be done after the grading so that final editing can be done. This should be a perfect document.

- ◆ **1 Portfolio (see below for order)** due to Senior Project Adviser to grade and return to the student for any editing that needs to be done before printing the 3 remaining Portfolios for the Review Board.
- ◆ **3 copies of Portfolio due for Review Board**
- ◆ Portfolio covers are available in the guidance office.

The Portfolios – In the following order:

- ◆ Title Page
- ◆ Letter to the Senior Project Review Board
- ◆ Senior Resume
- ◆ Project Review
- ◆ Research Paper Abstract
- ◆ Final Student Log – Updated from the Initial Portfolio
- ◆ Final Project Self-Evaluation – Updated from the Initial Portfolio
- ◆ Mentor Verification
- ◆ Final Research Paper – Complete Research Paper with title page, outline, works cited and works consulted pages.
- ◆ Additional support evidence – documentation, paperwork should be included as the last part of the Portfolio

Senior Project Evaluation Rubric

Student _____ Project _____

Points Possible	Evaluation Area	1	2	2.5	3	3.5	4	4.5	5	X ___ =	Total Points
5	Project Application On-time, complete, typed									X 1 =	
5	Mentor Agreement On-time, complete									X 1 =	
5	Mentor Verification Quality of time, according to mentor									X 1 =	
10	Letter to Senior Project Review Board On-time, complete, error-free, typed									X 2 =	
10	Senior Resume - On-time, complete, error-free, typed									X 2 =	
10	Project Review Complete, error-free, typed									X 2 =	
10	Self-Evaluation Complete, typed									X 2 =	
10	Student Log Complete, typed									X 2 =	
10	Research Abstract Complete, error-free, typed									X 2 =	
10	Portfolio is neat and organized with complete research paper included									X 2 =	
10	Degree of Challenge for student (“stretch”)									X 2 =	
5	Commitment to original project plans									X 1 =	
										TOTAL POINTS= (100 pts.)	