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

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

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 1-2 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.

Project time with the mentor must be completed by Christmas -- although additional hours and time with the mentor can continue to be logged for the rest of the year. This is mainly for students who are building or have a project that requires a completed item, but also applies to every project. Please consider this if building a computer or expensive item - one can not wait until Christmas of senior year to be gifted items for Senior Project.

January begins the research portion of Senior Project --- 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.

March begins the Presentation portion of Senior Project and bringing together the Final 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.

- **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, and students with 75 or more documented (Mentor Verification) and logged hours will be awarded 1.00 credit.
Senior Project Application

Student Name:

Advisor: Mrs. Becky Knechtel

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 further?

I will submit physical evidence of my work in the form of:

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
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
~ give one copy of each student’s portfolio to the office by May 27

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 APA or 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…. However, the papers must be different topics.

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.

Impact of the project grade: The project grade will be the 3rd and 4th nine weeks grade.

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.

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.
SENIOR PROJECT CHECKPOINT

Name: 

Project: 

1. Who has helped you so far and how? 

2. List contacts: 
   
   Phone calls: 
   
   Interviews: 
   
   Classes/Volunteer time: 
   
   Help Meetings: 

3. List reading material including author and title (pertaining to project only). 

4. If you are making your project, list the materials you have used so far: 

5. What is the major problem/hurdle you have encountered, and how was it resolved? 

6. Describe how your time management of completing your Senior Project works in your busy schedule.
THE INITIAL PORTFOLIO

Each must have the following: Check the Deadline Overview page for due dates.

1. **Cover page (10 pts)**: Set up as follows: Font size – 28-36 pt.

   
   **Topic of project**
   **Topic of paper**

   20__/20__
   by

   Jane Doe
   in fulfillment of the requirements of
   Senior Project
   Fairfield Christian Academy
   Mentor’s Name(s)
   Advisor’s Name(s)

2. **Autobiographical letter to Senior Project Review Board (25 pts)** – introduce yourself, talk briefly about your past, your future plans, and summarize what you have learned from the senior paper and project.

3. **Senior Resume (25 pts)** – provides additional information about you not included in the letter to the Review Board

4. **Project and Paper Abstracts** – Project Review - (20 pts)
   - Research Paper Abstract - (20 pts)

5. **Student Log (50 pts)** — Log should be ongoing until end of project

6. **Project Self-Evaluation (25 pts)**

7. **Mentor Verification** – (25 pts)

8. Any further documentation you wish to include; possibly your physical evidence

*The portfolios should be neat, clean, and enclosed in a report folder with center brads.*
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.

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

Mark Sanders
SENIOR RESUME

Use the template available online at [http://fcaknights.squarespace.com/seniorproject](http://fcaknights.squarespace.com/seniorproject) to build a resume of your high school activities. 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.

### Student Name

- Student Street Address
- Student City, State and Zip
- Student Phone number and e-mail address

### Education

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<th>Start year – End year</th>
<th>School Name</th>
<th>Location</th>
<th>Degree</th>
<th>Date of Grad</th>
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<th>ACT</th>
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### Awards and Honors

- Year(s) and the name of the Award and Honor

### Leadership and Membership in Organizations

- Year(s) and the name of the organization and leadership position including offices and captain etc. – include in school as well as community organizations

### Community Service Involvement

- Year(s) - Students Engaged in Servant Leadership (S.E.I.S.L)
  - List the Community Service and organization and the hours --- if on-going or still in progress then indicate that.

### Optional areas below based on the student’s experience:

#### Travel/Cross Cultural/Mission Experience

- Year(s) – courses taken in school and also after school program.

#### Art Education

- Year(s) – courses taken in school and also after school program.

#### Employment/Internship History

- Year(s) – list Employer or Organization – contact information and hours

### References

- Name of Reference – Title – Organization or position – Phone number – e-mail address
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.
THE STUDENT LOG OVERVIEW
(Sample Log is on the next page)

- The Student Log is a requirement.
- The Student Log is worth 50 points of the portfolio.
- The Student Log is a part of the portfolio.
- A Log entry must be made for each occasion a student works on the project – this includes the physical project, research and presentation preparation time. Any time spent on Senior Project should be documented in the Student Log.
- Log entries need to include time spent for each entry and a running total for the project.
- Log should include; successes, failures, frustrations, feelings, emotions and reactions.
- Physical evidence is a requirement of the Senior Project; acceptable evidence can be pictures, videos, recording tapes, physical item, documents, charts, performances, etc…

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

- **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, and students with 75 or more documented (Mentor Verification) and logged hours will be awarded 1.00 credit.
Description of the Project: Write a description of your project here

The Actual Log:

Wednesday, October 10\textsuperscript{th}
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 15\textsuperscript{th}
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 Initial 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__________________________________________
Due Date: English Teacher’s Discretion
To: English Teacher By: Class Time

THE SENIOR PROJECT RESEARCH PAPER

The following are the requirements for your research paper:

Length
- Your paper will be 8 to 10 pages (College Prep., A. P. English and PSEOP) or 2 to 4 pages long (Special Needs Seniors). typed and double-spaced.
- Length may be adjusted by English instructor or Senior Project Advisor.

Format
- Margins must be 1 inch on all four sides.
- The first page only should have a 1 and 1/2 inch top margin.
- Font style must Times New Roman 12-point type minimum.
- Use upper and lower case letters as appropriate.
- Number all pages.

Appearance
- You must have a title page – MLA use ABeka handbook title page format, APA – title page according to the instructors direction.
- You must have a Works Consulted and a Works Cited page.
- Your paper must be neat with no whiteout or other types of corrections.

Research
- A minimum of sources (depending on the paper length) on the Works Consulted page.
- Only reference sources or specialized encyclopedias are acceptable.
- Encyclopedias are not counted as sources (if you consult one, it must appear on the Works Consulted page).
- Internet sources are limited (depending on the length of the paper) on the Works Consulted page.
- All sources must be appropriately cited as specified by MLA or APA style.

Special Notes.
- Stay away from paragraph citations, the idea is to integrate research.
- Grammar, punctuation, spelling, and word choice count.
- The research paper is a requirement of this course.
STUDENT RESEARCH PAPER
REQUIREMENTS AND SAFETY NET

Length: 8 to 10 page research paper

Minimum number of sources used: 5

Type of sources required: Primary sources are not required, but are valuable and recommended. No more than two Internet sources and no encyclopedias are allowed.

Minimum number of citations used: 25 – avoid paragraph citations

Format and type of paper: Research paper with introduction, thesis statement, body, and conclusion. Paper should demonstrate integration of research.

Type of documentation: MLA or APA

Due date for first draft: English Teacher Discretion

Areas of focus for grading of first draft: English Teacher Discretion

Final copy due: English Teacher Discretion

Areas of focus for grading of final copy: Rubric

Who will grade the final copy? Senior English teachers will grade the final copy using a grading rubric. However, it is a possibility that graders (other English teachers) will assist with rewrites.

Rewrite policy: Rewrites are due to Senior Project Advisor no later than May 1st.
STUDENT RESEARCH PAPER
REQUIREMENTS AND SAFETY NET

Paper For Seniors with documented special needs

Length: 2-4 pages

Minimum number of sources used: 2

Type of sources required: Primary sources (i.e. interviews) are not required, but are valuable and recommended. Secondary sources required (i.e. books, magazines, and periodicals). No encyclopedias are allowed. No more that (1) Internet source.

Minimum number of citations used: 5

Format and type of paper: Research report with introduction, body and conclusion. Report should demonstrate coherent compilation of research and smooth transitions.

Type of documentation: MLA or APA

Due date for first draft: English Teacher Discretion

Areas of focus for grading of first draft: English Teacher Discretion

Final copy due: English Teacher Discretion

Areas of focus for grading final copy: Rubric

Who will grade the final copy? Senior English teachers will grade the final copy using a grading rubric. However, it is a possibility that graders (other English teachers) will assist with rewrites.

Rewrite policy: Rewrites are due to Senior Project Advisor no later than May 1st.
Senior Project

**RESEARCH PAPER RUBRIC**

Student’s name_________________   Research topic________________________

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<th>2.5</th>
<th>3</th>
<th>3.5</th>
<th>4</th>
<th>4.5</th>
<th>5</th>
<th>X=</th>
<th>Total Points</th>
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<tr>
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<td>1</td>
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<td>3.5</td>
<td>4</td>
<td>4.5</td>
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<td>X5=</td>
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<tr>
<td>25</td>
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<td>3.5</td>
<td>4</td>
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<td>5</td>
<td>X=</td>
<td>Total Points</td>
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<tr>
<td>20</td>
<td>Organization (intro, body, conclusion, paragraph unity, transitions)</td>
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<td>Length</td>
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<td>2.5</td>
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<tr>
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<td>Quality (content valid and related to thesis)</td>
<td>1</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
<td>3.5</td>
<td>4</td>
<td>4.5</td>
<td>5</td>
<td>X4=</td>
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</tr>
<tr>
<td>20</td>
<td>Thesis Statement (clearly stated and appropriate)</td>
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<td>4</td>
<td>4.5</td>
<td>5</td>
<td>X4=</td>
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<td>5</td>
<td>X4=</td>
<td></td>
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<tr>
<td>20</td>
<td>Conclusion (offers solutions, shows original thought)</td>
<td>1</td>
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<td>Total</td>
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<tbody>
<tr>
<td>200</td>
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</tbody>
</table>
RESEARCH PAPER STUDENT EDITING SHEET

Name____________________________________Date_________________Period__________

Thesis statement_______________________________________________________________

Content/ Organization

1. Length appropriate Yes _____ No _____
2. All sections support thesis Yes _____ No _____
3. Clearly written Yes _____ No _____
4. Well-phrased sentences Yes _____ No _____
5. Good transitions Yes _____ No _____
6. Conclusion restates thesis Yes _____ No _____

Use of Sources

1. Correct number of sources Yes _____ No _____
2. How many? Works Consulted ____
3. All paraphrased information correctly documented Yes _____ No _____
4. No paragraph citations Yes _____ No _____
5. Number of citations in paper __________

Mechanics

1. Underlined book, magazine, and play titles Yes _____ No _____
2. Quotation marks around magazine articles Yes _____ No _____
3. Parentheses around citations Yes _____ No _____
4. Periods follow parenthesis Yes _____ No _____
5. End punctuation mark before closing quotation marks in a direct quote Yes _____ No _____
6. Corrected all spelling errors Yes _____ No _____
7. Eliminated fragments Yes _____ No _____
8. Eliminated run-on sentences Yes _____ No _____
9. Eliminated contractions Yes _____ No _____
10. Mechanical/grammatical errors Yes _____ No _____

Comments:
WRITING THE RESEARCH ABSTRACT

**Purpose:** An abstract is used to introduce your research/project to a teacher or to a professional group to whom you hope to present your research. Your abstract 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 abstract will be the first impression the Review Board will have of you, your writing should be error-free and very professional.

**This is an abstract and is different than the Project Review. DO NOT make personal references – use “the writer” – do not use I or me in this abstract.**

**REQUIRED Elements:**

1. **Heading – Your Name**
   Fairfield Christian Academy

2. **Title of Paper – Centered**

3. Begin the first paragraph with
   **RESEARCH ABSTRACT:** (then start paragraph)
   
   Paragraph One – Summary of research paper **ending with your thesis statement**
   
   Paragraph Two – Steps followed to complete research paper
   
   Paragraph Three – Importance/Relevance of research to you or in general (this should include the connection to your project)

Your Research Abstract should be between one and one and a half pages long.

It must be typed, double spaced, and in the appropriate font – Times New Roman 12 font.

**Sample Research Abstract:**

Carrie Smith
Fairfield Christian Academy

The Advantages of Socialized Medicine

RESEARCH ABSTRACT: As anyone who watches the news or even goes to a doctor in the United States knows, the medical community and its patients are in a crisis. Health care is no longer placed solely in the hands of those who know best, namely the medical professionals. Treatment decisions are dictated by insurance companies who are driven by cost rather than need.
Additionally, doctors themselves are being run out of their profession by increasingly high malpractice insurance. The problems seem to come down to the fact that medicine is a business in this free market society. Profit is the goal. However, health care should not be restricted for any reason. By looking at the system of socialized health care in Great Britain, it becomes evident that the United States should also adopt a socialized health program.

While completing research into socialized health, the writer found the problem of being unsure where to look for the information needed. Internet sources were not encouraged as good research sources, so trips to the library meant allocating time to accomplish that task. The suggestion, by the senior English teacher, to mostly use current event publications, ended up being the primary sources for the research portion of the project. In addition to these problems, it became apparent that some people were not pleased personally with this topic. One librarian actually lectured the writer about the problems with trying to socialize medicine. This brought home the realization that the topic of socialized medicine is politically charged. After conquering the initial problems, the research went smoothly, as did actually writing the paper.

The writer’s personal interest in the idea of socialized health care began after working at the free clinic in town. Exposure to many people who could not afford extensive health care along with first hand observation of the battles with insurance and Medicare raised the writer’s interest in this area. Socialized health care is not the perfect answer to the problem that the medical community faces, but may be a step in the right direction. In light of that, after doing research and after working at the free clinic, the writer has decided to speak up and be an advocate for socialized health care.
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:** Power Point is required as part of your presentation and should include visual, audio and textual element. 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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>2.5</th>
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<th>4.5</th>
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<tr>
<td>Introduction- student introduced self and project effectively</td>
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<td>Main idea clear and supported by detail</td>
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<td>Organized structure to presentation</td>
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<td>Clearly showed relationship between paper and project</td>
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<td>Language usage- transitions, word choice, style</td>
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<tr>
<td>Application of learning- “I never knew…”, “I learned…”</td>
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<td>Conclusion-appropriate, effective</td>
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<td>Project challenge-student reached beyond comfort</td>
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Total for Area One X 2 = ______/80

Area Two: Delivery

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<tbody>
<tr>
<td>Eye contact</td>
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<tr>
<td>Rate and Volume of speaking</td>
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<tr>
<td>Avoided vocalized pauses- “um, like, you know…”</td>
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<tr>
<td>Appearance- neat, appropriate</td>
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<tr>
<td>Audio/visual aids are appropriate, able to be seen/heard</td>
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<tr>
<td>Effective use of audio/visual aids</td>
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Total for Area Two = ____/35

Area Three: Question and Answer Period

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</thead>
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<tr>
<td>Impromptu skills- articulate, confident</td>
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<tr>
<td>Quality of responses</td>
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<tr>
<td>Demonstration of knowledge</td>
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</tbody>
</table>

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
FINAL PORTFOLIOS

Five Final Portfolios are required - one for the advisor to grade and three for the Senior Project Review Board to read and the fifth is kept as an example for future Senior Project classes. This should not be a difficult thing to do as you complete one part of the Portfolio just print a total of five copies.

♦ **One Final Portfolio** p. 30 due to Advisor to grade and return to the student for any editing that needs to be done before printing the 4 remaining Portfolios for the Review Board.

♦ **4 copies of Final Portfolio due for Review Board**

**The Final Portfolios – In the following order:**


  Topic of project  
  Topic of paper

  20__/20__

  by

  Jane Doe
  in fulfillment
  of the requirements
  of
  Senior Project
  Fairfield Christian Academy
  Mentor’s Name
  Advisor’s Name

♦ 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
♦ Additional support evidence – documentation, paperwork should be included as the last part of the Portfolio

Portfolios must be neat, clean, and enclosed in a report folder with center brads (not manila folders - not three ring binders).

Each portfolio must have the name of the student and name of the mentor on the front. This is not needed if you have a clear plastic folder as your name is on the cover sheet.
## Senior Project Project Evaluation Rubric

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Evaluation Area</th>
<th>1</th>
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<th>4.5</th>
<th>5</th>
<th>X ____=</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td><em>Project Application</em>&lt;br&gt;On-time, complete, typed</td>
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<tr>
<td>10</td>
<td><em>Mentor Agreement</em>&lt;br&gt;On-time, complete</td>
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<tr>
<td>25</td>
<td><em>Senior Project Checkpoint</em>&lt;br&gt;On-time, complete, error-free, typed</td>
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<td>X 5=</td>
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<tr>
<td>25</td>
<td><em>Mentor Verification</em>&lt;br&gt;Quality of time, according to mentor</td>
<td></td>
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<td>X 5=</td>
</tr>
<tr>
<td>25</td>
<td><em>Letter to Senior Project Review Board</em>&lt;br&gt;On-time, complete, error-free, typed</td>
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<td>X 5=</td>
</tr>
<tr>
<td>25</td>
<td><em>Senior Resume - On-time, complete, error-free, typed</em></td>
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<td>X 5=</td>
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<tr>
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<td><em>Project Review</em>&lt;br&gt;Complete, error-free, typed</td>
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<td><em>Self-Evaluation</em>&lt;br&gt;Complete, typed</td>
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<td>X 5=</td>
</tr>
<tr>
<td>25</td>
<td><em>Student Log</em>&lt;br&gt;Complete, typed</td>
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<td>X 5=</td>
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<tr>
<td>25</td>
<td><em>Research Abstract</em>&lt;br&gt;Complete, error-free, typed</td>
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<td>X 5=</td>
</tr>
<tr>
<td>30</td>
<td><em>Portfolio</em> is neat and complete research paper included</td>
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<td>25</td>
<td><em>Degree of Challenge</em> for student (“stretch”)</td>
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<td><em>Commitment</em> to original project plans</td>
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**TOTAL POINTS** = (300 pts.)