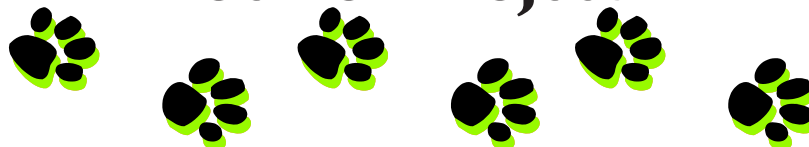


Monadnock Regional High School

2011-2012

Senior Project



Contents

Definition and Description	2
Senior Project Philosophy and Rationale	2
Descriptions of Individual Requirements for the Senior Project	3
The Mentor	3
The Proposal	4
The Interview.....	6
The Learning Log.....	6
The Research Paper.....	8
Panelist Letter and Panelist Packet.....	10
Thank-you Letter	12
Sample Thank-you Letter	12
Reflection Paper.....	13
Final Portfolio	13
Cover Page Format For Final Portfolio	13
Portfolio Checklist:.....	14
The Panel.....	15
Accelerated Presentation Option	15
Senior Project Assessment Rubric.....	15
Senior Project Due Dates 2009-2010	15
Log Check Due Dates	15
Learning Log Entry Requirements.....	15
Other Due Dates	16
Sample time-line of Senior Project work	16
Required Forms	17-19
Rubrics for Assessment	20-23

Monadnock Regional High School Senior Project

Definition and Description

The Senior Project is a performance-based exit requirement at Monadnock Regional High School. It consists of multiple requirements, ending in a presentation to an outside panel that will determine if credit is earned. In addition, the Senior Project **Class Presentation** and **Final Portfolio** will take the place of the English final exam.

The purpose of the Senior Project is to provide every student with the opportunity to explore and experience interdisciplinary topics of his or her choice. It is also intended to demonstrate competency in the skills the Monadnock School District intends to instill in all students, and serves as a culmination of a student's highschool experience. Therefore, there must be a career or community service connection, and the student must demonstrate knowledge and public presentation skills that have been acquired through twelve years of schooling in the Monadnock School District.

In order to be successful, there are several required steps. Students must:

- 1) Choose a topic
- 2) Enlist the aide of an expert in the field of study who will serve as mentor. A **Mentor Agreement Letter** must be completed and saved in the **Final Portfolio**.
- 3) Complete an interview with the **Mentor** which will be documented in the **Final Portfolio**.
- 4) Develop and implement a plan that draws upon knowledge from varied courses of study, and complete research to find solutions to problems relating to the project. This research will be documented in a **Research Paper** which will be included in the **Final Portfolio**.
- 5) Successfully log and maintain all records, research, and material in a **Final Portfolio**.
- 6) Complete the project as designed and approved.¹
- 7) Successfully pass in the **Final Portfolio** to secure a presentation night with the final panel. Write an **Introductory Letter** to the **Senior Project Panel**.
- 8) Present their Senior Project to their English class.
- 9) Successfully present their Senior Project, together with their **Final Portfolio**, to the Senior Project Panel.
- 10) Write a **Thank-You Letter** to the members of the **Senior Project Panel** and **Mentor**.

Senior Project Philosophy and Rationale

The Mission Statement of Monadnock Regional High School is:

The community of Monadnock Regional High School is dedicated to engaging all students in personal, civic, and academic growth.

The Senior Project is designed to demonstrate all of the skills and abilities expected from a graduate of high school, and to provide a culminating assessment of student growth. The Senior Project unites and engages all students in the senior class in a common assignment that allows each individual to develop and meet his or her individual goals while exploring future career possibilities and participating in work that helps the local and global communities.

¹ Projects that require modification must be discussed with the student's English teacher.

Descriptions of Individual Requirements for the Senior Project

The Mentor

The Mentor is any individual who has expertise in the area of the Senior Project. The mentor will guide them, suggest resources, (especially reading material) participate in an interview designed to provide an overview of the subject area, help solve problems, and supervise the student's progress. The mentor may be any adult who can guide the student responsibly; often parents and teachers are very successful mentors.

Your Mentor will:

- 1) Help define the Senior Project focus.
- 2) Help define and accomplish reasonable goals.
- 3) Provide a minimum of 3 hours of real life observation time (this must be time actually spent by the you observing *active* processes, not reading, viewing, or other similar activities).
- 4) Suggest resources (relevant books, articles or manuals) and methods to the student.
- 5) Be aware of the progress the student is making and be prepared to help through any problems that are encountered.
- 6) Participate in an interview, and fill out and sign the Interview Evaluation form.
- 7) Verify that the project has been completed/attempted and represents learning goals, quest for quality, acceptable performance and meets or exceeds the time requirement (minimum 45 hours)
- 8) Fill out and sign a Mentor Agreement form.
- 9) Fill out and sign an Interview Assessment form.
- 10) Fill out and sign a Mentor Assessment form.
- 11) Read and sign learning log entries (minimum 16 entries) and initial clock hours form to verify the process, progress, and time spent on the project.
- 12) Participate as an assessing member of the **Senior Project Panel** in June.

Mentor Meeting

Mentors are invited, and encouraged to attend, a luncheon at Monadnock Regional High School on October 6 from 11:00–12:30. Specific information about their role in the senior project, as well as an opportunity to meet the English teachers who will be working with the students, will be provided. Students should encourage their mentor to attend and are responsible for delivering the letter of invitation they will receive from their English teacher.

The Proposal

The **Proposal** is the plan created in conjunction with the **Mentor** to accomplish the Senior Project. The proposal is due at the end of September and must be approved by the senior English teacher before work on the project begins. The proposal must take the form of a letter, and explain the work that will be done, the learning that will occur, a description of the work, and an idea of what the Final Presentation will look like.

Sample Senior Project Proposal Outline

- I. Statement of Intent
- II. Questions
- III. Knowledge
 - a. Prior
 - b. Outside Sources
 - c. Research
 - d. Mentor
- IV. Time Commitment
 - a. Learning
 - b. Final Presentation
- V. Final Presentation Plan
- VI. Conclusion (Why should we consider the proposal?)

September 30, 2011 ←

This is the date the assignment is due

Sample English Teacher
Monadnock Regional High School
580 Old Homestead Highway
Swanzy, New Hampshire, 03446 ←

This header can be copied, although be careful to put in the name of your English teacher.

Dear Ms./Mr./Mrs. Teacher: ←

Don't forget the colon in the salutation, and the correct form of address.

I have chosen to explore the topic of children and their disabilities. I am interested in this topic for several reasons. Next year, I hope to study elementary education and possibly special education at Keene State College. I also know, because of a personal connections, that being disabled can create a variety of problems for a young child. I am aware of this problem because my cousin has been deaf since birth. I have several questions that I would like my research to answer. First, I would like to know what problems children with disabilities face. I would also like to know how they overcome these difficulties. I hope to take this information and use it as background for a children's book that would be appropriate for grades 1-3.

General Notes

The letter should be single-spaced and should be at least one page long.

In order to write this book, I will need to know how to write for children and know more about disabilities and their impact on the very young. I have also found several books that would help me. The books are I Have a Sister—My Sister is Deaf by Jeanne Whitehouse Peterson, The Way to Write for Children by Joan Aiken, Writing Books for Children, by Jane Yolen and Language Instruction for Students with Disabilities by Edward A. Polloway.

It is important to identify resources, and the knowledge and skills that should be developed. What will the student be able to do at the end of the project that they cannot do right now?

Jill Booker, an elementary school special education teacher, has agreed to be my mentor. I have arranged to shadow Ms. Booker as she works with her students. I plan to interview her and a few of her students to get a better idea of what disability I want to focus on.

There should be some sort of sketch provided of what the senior project, and the presentation, will look like.

Although I haven't really decided what my presentation will be in the spring, I think I would like to have the opportunity to read my book to a local elementary school class. Perhaps I could videotape that experience and discuss the outcomes when I present.

I hope you will consider my proposal. I feel that it is important for children with disabilities to see themselves positively and know they are not alone in their struggles. I feel that through my research I will develop an understanding and a depth of knowledge that will enable me to accomplish my goal.

Sincerely,
Student Signature
Sample Student ←

Sign the letter after the closing, and make sure that your name is in print beneath your signature. Blue ink is preferable when signing your name.

Parent/Guardian Signature ←

A parent or guardian must sign your proposal. The English Department needs to know that the student has support from home with this particular topic.

The Interview

The purpose of interviewing the mentor is for the student to gain a clearer picture of his or her experience in the field the student is exploring.

Before the student conducts the interview, there should be at least five questions prepared. The interview should take at least 20 minutes and may be done in person or over the phone. The questions that are asked, as well as the notes that the student takes to record the mentor's responses should become part of **Final Portfolio**. The student must also turn in a typed paper, including the interview questions and the responses, to his or her English teacher on the assigned due date.

The Learning Log

An extremely important part of the Senior Project is the learning log. Learning logs represent a special kind of journal keeping in which the student will record what is going on with the project. The personalized tracking of the student's involvement in this experience should not only encourage active learning, but also help students reflect on the process. Students should actively reflect on their progress and what has been learned, as well as make connections and comment on the value of their discoveries.

The learning log must be part of a three ring binder, and all learning logs must be part of the **Final Portfolio**. Students should have a minimum of 16 entries and 45 hours accounted for in the learning log. The mentor will need to sign each entry to verify the time spent and initial them for the hours that have been spent. The learning logs will need to be turned in to the English teacher once a month from November to April. The due dates are below.

The learning log is the primary way of tracking a student's growth in understanding and their ability to reflect, grow, and learn from the work he or she is performing. They are a vital and important part of the senior project, and must meet certain key requirements:

- 1) Be typed, and at least 300 words in length (roughly 1 1/2—2 pages double-spaced)
- 2) Follow all MLA guidelines in terms of formatting and contain elements of good written communication.
- 3) They should review prior experiences
- 4) Connect current work to the prior experiences (what was done this time, and how does it relate to previous work)
- 5) Discuss problems or challenges faced in the work (see sample questions)
- 6) Clearly describe new learning, realizations, or thoughts.
- 7) Explain and describe next steps and plans for the future and why this is necessary.

The Learning Log Sample Questions

Learning log entries should include writing on any of the following:

- 1) What did I learn today?
- 2) What confused me?
- 3) What questions do I have now?
- 4) How will I use this new information?
- 5) How will this information help me to reach my goal?
- 6) What do I need help with now?

- 7) What logistical problems need solving?
- 8) How am I working with my mentor? What questions do I have for him/her?
- 9) What do I do next? Goals—short term, long term?
- 10) Assess the quality of the student's work

Due Dates

Thursday, October 20
 Thursday, December 15
 Thursday, February 16
 Thursday, April 12

Thursday, November 17
 Thursday, January 12
 Thursday, March 15

Sample Learning Log Entry

Learning Log Entry #3

October 20, 2011

Time Spent: 30 min.

Total Time: 6 hrs.

Mentor Signature: *Ms. Booker*

Today I went across the street to Mt. Caesar Elementary School to shadow Ms. Booker. I've been doing this for several weeks, and haven't been able to really work with the students much. I've been observing much more and noting the way that Ms. Booker interacts with the students.

When I got there, Ms. Booker was reading to four third graders. She was asking the student to repeat some of the words after she said them. One little girl, Caitlin, has a pretty severe language delay. It's really hard to understand her, but she tries so hard. I've been reading the books that Ms. Booker gave to me about students with disabilities, and I'm worried that this will also effect her social as well as reading development. I'm planning on asking Ms. Booker about this when I meet with her this afternoon to check in on the project.

After I watched for a few minutes, Ms. Booker said it was time to try to write some letters. She asked me to help one student. This was new for me, and I was really excited as well as a little nervous. His name is Ethan, and he's a sweetheart. I really like working with him. His hand was shaking as he tried to make an O. I held onto his hand and pencil and helped guide it into the circle. He looked so proud of himself when he finished. And that really made me happy.

Not only does this reinforce my desire to be a teacher when I leave school, but it was also a perfect example of "risk, comfort, and danger" zones from some of my reading. Students can do more than they can on their own if they just have a little help, and this realization that the teacher is there not to do it for them but to help them do more on their own was a bit like a light bulb going off.

Ms. Booker gave me a couple of articles to read on fine motor skills. I'm looking forward to reading them. I am thinking of basing my book on some of the children (without using their names) in Ms. Booker's class. I know I need to read the articles she gave me so that I can be ready to help the student with writing if I get a chance to do so again, and I need to make sure that I ask about social development with the student with speech impediments. I really want to know how I can help so that the student can be successful, which is the whole point of what I want to do.

The Research Paper

The majority of the Senior Project will be based on primary research, (ie: research that is generated by the student and with learning that the student actively creates). However, the **Senior Project Research Paper** is based solely on secondary research. Secondary research comes from books, articles, and other sources.

When the student selects the topic for the Senior Project Research Paper he or she should make sure that it is focused on the Senior Project area of study, and write the 6-8 (general credit) or 10-12 (college prep credit) required pages. Also, students should try to select research that will help with their project. For example, if the student is shadowing a pediatric doctor or nurse, avoid a research paper on the history of medicine. Knowing about Greek medicine will not help with the project, but the student will probably want to know about normal infant child development, both physically and mentally.

In any research, it is possible to encounter conflicting points of view. It is the task of the student to understand the material and to distinguish between opinion and fact. The student's task in the paper is to document the depth of knowledge and learning gained from reading from and about experts, listening to experts, and seeing experts in action.

Furthermore, as the students reflect on the experts' knowledge and action, they also gain insight. The final document, polished and refined, is the Senior Project Research Paper which counts as the final exam in a semester class or your midterm in a full year class.

The individual English teacher will discuss the structure of the paper and review the MLA format for citations and the works cited page. **A student may count up to five hours of research and writing time towards their senior project.**

The following are ideas that may help you decide on a research paper topic:

Senior Project

Animals

- Train a horse
- Wildlife study
- Humane Society volunteer
- Dept. of Fish and Game volunteer

Art

- Paint a mural
- Cartoon design
- Draw blueprints/make model
- Model home
- Make floral arrangements
- Commercial art advertising

Auto Mechanics

- Rebuild engine

Research Paper

- Horse training
- Deer population
- Animal abuse
- Orphan wild animals
- Endangered animals

- Picasso
- Cartooning
- Architecture
- Architectural art
- Floral design
- Commercial art

- Ford, assembly line
- European, Asian, American engines

Business

Organize local Chamber of Commerce events
 Learn Japanese cooking
 Shadow emergency room doctors

Public relations
 Japanese restaurants
 Emergency medicine

Shadow veterinary doctor

Veterinary medicine

Child Abuse

Program design prevention
 Volunteer with group sessions

Child Abuse
 Sexual abuse

Education

Shadow elementary school teacher
 Teach baby-sitting classes
 Learn/Teach sign language

Learning development
 Child care
 Hearing impaired

Fashion

Sew prom dress

Fashion

Homeless

Volunteer at shelter, Community Kitchen

Homeless, Poverty

Performing Arts

Write/Direct play
 Shadow disc jockey
 Job shadow conductor, Conduct

Famous playwright(s)
 Radio broadcasting
 Famous conductors

Photography

Make a silent movie

Silent films

Social Issues

Nursing home volunteer
 Design barrier-free house
 Write/direct/perform play for teens

Care of elderly
 Handicapped housing
 Teen Peer Pressure

Panelist Letter and Panelist Packet

After the **Final Portfolio** has been submitted and been approved, each student will create a panelist letter that will go to each member of the Senior Project Panel. It will provide an overview of the Senior Project night, as well as a description of the project and what the panelist can expect to see.

Included with the letter must be a copy of

- 1) The Senior Project Proposal
- 2) The Senior Project Presentation Rubric
- 3) The Reflection Paper
- 4) One other piece of information or artifact that will help each member of the panel have a better understanding of the student's Senior Project

Seniors are responsible for printing and distributing this information to the panel members. The goal of the Panelist Packet is to provide enough information that the panel member can accurately judge and evaluate the work of the student *before* the night of the presentation.

Panelist Letter Requirements

- 1) Block letter format, with indentations correct and a proper header
- 2) A formal, serif font
- 3) At least one page in length
- 4) Signed by the student
- 5) One signed copy for each member of the panel made.
- 6) Students are responsible for making copies and distributing them to panel members.

Outline

- 1) Introduction: The student should introduce himself or herself and the Senior Project, providing an overview of its importance and the requirement being met by the Senior Project presentation.
- 2) Provide the date and time of the panel presentation, as well as a description of what the project will be and what the duties of the panelist will include.
- 3) Introduce the research paper or other artifact and explain how it connects to the Senior Project.
- 4) A closing paragraph which thanks the panelist for their time and presence.
- 5) A proper signature.

Monadnock Regional High School
580 Old Homestead Highway
Swanzey, NH 03446
Phone: (603) 352-6575

This header can be copied as it is.

May 2, 2011

This is the date the letter is mailed, not the date of the presentation

Dear Panelist:

My name is Sample Student, and I am a senior at Monadnock Regional High School. One of the graduation requirements for Monadnock is a culminating Senior Project that all seniors must pass to receive their diploma. This Senior Project is defined by the student, involves many hours of research and other work to complete, and finally must be presented to a panel for assessment and review. The Senior Project panel will determine if the student met the requirements of the Senior Project, and if the student has successfully passed the requirement.

I am having my Senior Project Presentation on Thursday, June 10 at 7:00 PM, and I am inviting you to be present. As I am interested in carpentry, for my Senior Project I built a dining room table, which will be donated to the Troy Helping Hand when the project is finished. The table was built entirely using hand tools alone, and is modular in design, which allows more people to be seated if needed. I will be presenting the finished project, and describing the steps necessary to complete it and the challenges that I faced, to the panel. The panelist members will be responsible to evaluate the presentation, as well as to insure that all the requirements of the Senior Project have been met, using the rubric which is attached in this packet.

The research paper that I wrote in December is included in this packet of materials. Since I was interested in doing the work entirely by hand, I looked at various furniture styles through history and how the tools they were using influenced the design. Since some of the techniques that the research paper focuses on were used in the building of my project, it provides some background knowledge which may be useful for the presentation. Also enclosed is a copy of the final evaluation rubric, which will be used to help determine if I have passed the presentation. Please bring a copy of the paper and the rubric to the Senior Project presentation.

Thank you for taking the time to read this and for being at my Senior Project night as a panelist. I look forward to meeting with you and showing my Senior Project.

Sincerely,
Student Signature
Sample Student

Sign the letter after the closing, and make sure that your name is in print beneath your signature. Blue ink is preferable.

Enc: Research Paper
Proposal Letter
Reflection Letter
Presentation Rubric

Thank-you Letter

It is both professional and courteous to send a thank-you note to the mentor and each of the panel members. Remembering to thank them for the time they have volunteered to support the student is appropriate, and the ties that have been formed between the community and the school should be honored.

This should also be a letter in block letter format, though depending on the relationship the student has formed with the members of the panel, it may be slightly less formal than other letters. It is important, however, that it be honest and sincere.

Students are encouraged to be specific and personal wherever possible, especially with the mentor, so the specifics of a letter will vary. A sample letter is included below as a possible example.

The letter must be written as part of the **Senior Project Final Portfolio** and delivered to the panel member on the night of the student's presentation.

Sample Thank-you Letter

Monadnock Regional High School
580 Old Homestead Highway
Swanzey, NH 03446
Phone: (603) 352-6575

May 2, 2011

Dear Panelist:

I very much wanted to thank-you and the other panelist members for your presence and time at my Senior Project presentation. I greatly appreciate the effort you devoted on my behalf, and despite the stress I was feeling, I appreciate all you did in order to be present.

My Senior Project was truly a wonderful experience, and I'm grateful that you were present at the end of it. I know that it's not always easy making time in the evening, so it means a great deal to me.

← This paragraph would be the appropriate place to write a personal note to a mentor.

Once again, thank-you very much for your time and efforts on my behalf. I hope that the experience was as valuable for you as it was for me, and I'm sure I'll see you around the community.

Sincerely,
Student Signature

Sample Student.

← Once again, sign your name. Using a color ink other than black is preferable: Blue is best.

Reflection Paper

Throughout the year, students have been asked to reflect on their research, the process they took on, and the experiences they have had. The real value of the Senior Project is the ability to understand the lessons about work and life that the project invokes. The **Reflection Paper** asks students to consider and assess the integrity of the process. This final thoughtful piece of writing is perhaps the most important aspect of the project. Students are asked to use the following guidelines on this journey of introspection:

- How have you sought clarity and accuracy in your research?
- What standards have you generated and maintained during this process?
- What have you discovered about your ability to plan?
- How have you learned to use resources?
- How have you learned to solve problems?
- How do you intend to use the knowledge and skills you have gained?
- What have you discovered about your own thinking?
- What new ways have you discovered to view yourself?
- What have you learned about yourself in this process?

The **Reflection Paper** should be at least two typed pages in length. It will be due on the day that portfolios are handed in.

Final Portfolio

The portfolio is a collection of all the work that has been done on the Senior Project. It includes every element of the project, including the proposal, drafts of the research paper, and learning logs. The portfolio *must* be completed before the student's Senior Project panel is assembled or a date for the final presentation can be assigned. The Final Portfolio is the key to the final presentation: **If it is not completed, then the Senior Project cannot move forward.**

The portfolio is to be taken to the presentation night and provided for the panel to peruse. Panel members may use, and will use, the material in the portfolio to help evaluate the Senior Project.

The portfolio must be a three-hole binder. It must be neat, maintain an accurate table of contents, have page numbers, and be divided into proper sections as follows:

Cover Page Format For Final Portfolio

Project Topic

A Senior Project
Presented to the
Faculty of
Monadnock Regional High School

In Partial Fulfillment
of the Requirements for The Senior Project

by
Helen Anne Smith
2010

Portfolio Checklist:

Items are in the order in which they should appear. Items should be in a three ring binder, neat, orderly, and with page numbers.

Due: _____

- Cover page as outlined in the senior project packet (page 13)
- Accurate table of contents which clearly identify the following:
 - Senior Project Proposal
 - Mentor Agreement Form
 - Mentor Interview
 - Mentor Interview Assessment
 - Sample learning Logs
 - The Research Paper
 - Mentor Evaluation
 - Reflection Paper
 - Artifacts
 - Copies of Thank-you Letters
- Senior Project Proposal
 - Is it a clean, revised draft?
 - Is it signed by the teacher and a parent/guardian?
- Mentor Agreement Form
- Mentor interview
 - This should be a clean and revised draft.
- Mentor interview assessment
- All 16 Learning Logs
 - They should be in order (1-16)
 - All logs are revised and typed
 - All possess mentor signatures (either on originals or new drafts)
 - Clean, neat, and organized
 - Hours add up to a minimum of 45
- Research Paper
 - All drafts with teacher feedback marked.
 - Must be in order (final draft first, first draft last)
 - Remember: You must revise the research paper that your first semester teacher handed back to you. So, in total, you should have a minimum of three drafts (rough, the one you submitted for your midterm grade, and final revised draft).
- Mentor Evaluation Form
- Reflection paper
 - Typed and 2-3 pages
- Artifacts?
 - Minimum of 3-5
 - “Artifacts” can be pictures of the process, receipts, brochures, certificates, etc. It’s basically any evidence you have collected pertaining to your project.
- Thank-you letters
 - You should have copies of this letter that you addressed to your mentor and panel members.
- Panelist Letters
- Page numbers on all items (may be handwritten on the pages)

The Panel

At least three people will serve on the panel of assessors: The project mentor, a community member and a teacher. The student is responsible for inviting the mentor and the community member to serve on the panel. The community member must be someone who is not a member of the family. He or she should have some knowledge of the area of study.

Members of the panel will listen to and assess the presentation, look at the portfolio and ask questions about the Senior Project. They will use the rubric, included in this information packet, to assess the Senior Project.

Accelerated Presentation Option

Seniors have the option of presenting their project to the panel before the June evening presentation dates. If the student has completed all of the requirements and finished the work on the project by March 1, they may petition his or her senior English teacher, the senior advisor, and the English Department Chair, Ms. Gigliello, in order to determine eligibility.

Senior Project Assessment Rubric

It is important that students are assessed consistently and fairly, and that every member of the panel provide honest feedback. The following rubric defines the criteria for the Senior Project presentation, and students and panel members should become familiar with the criteria. Time will be provided on the night of the Senior Project for panel members to discuss their scores, and ideally each panel member will have a similar end result, providing inter-operartor reliability.

Senior Project Due Dates 2011–2012

Log Check Due Dates²

- #1 Thursday, October 20
- #2 Thursday, November 17
- #3 Thursday, December 15
- #4 Thursday, January 12
- #5 Thursday, February 16
- #6 Thursday, March 15
- #7 Thursday, April 12

There must be a total of 16 entries and 45 hours accounted for in the learning log.

Learning Log Entry Requirements

- 1) Be numbered
- 2) Have the date the student worked on the project
- 3) Have the time the student spent working on the project
- 4) Have the total time you have spent on your Senior Project
- 5) Be signed by the mentor

2 If a snow day is called, the log will be due the first day one returns to school.

This information should be written in the top left hand corner of each entry.

Example:

Entry #3

October 20, 2011

1 hour and 20 minutes

Total time: 6 hours and 40 minutes

Mentor's signature: _____

Other Due Dates

Senior Project Proposal Due: September 29

Mentor Agreement Due: September 29

Mentor Interview Due: November 17

Mentor Interview Assessment Due: November 17

Research Paper Due: January 5, 2012

Mid-term Check Due: February 9

Accelerated Presentation Option: April 2

Portfolio Deadline: April 19

Panel Presentations: May 22, May 24

The portfolio must include all of the requirements listed in the Senior Project packet. Teacher review of the portfolio is required before the student is scheduled to present.

REMINDER: A STUDENT MUST USE A SPIRAL NOTEBOOK OR THREE-RING BINDER. LOOSE PAPER WILL NOT BE ACCEPTED FOR A GRADE.

Sample time-line of Senior Project work

August 31 – September 25: Finalize and decide Senior Project. Find a mentor.

September 29: Senior Project Proposal Due

September 29: Mentor Agreement Due

First weeks of November: Interview and transcribe notes for mentor interview. Begin research.

November 17: Mentor Interview Assessment Due

Continue research through the month of November. Begin rough drafts in the third week.

First weeks of December: Drafts of research paper.

January 5, 2011: Research Paper Due

Mid-December through February: Actively working on the Senior Project itself, building portfolio.

February 9: Mid-term check

March through April: Be finishing the Senior Project work. Completing portfolio, starting to practice presentation.

Last week of April: Write panel letters and prepare abbreviated portfolios.

April 19: Hand in portfolio

During the first two weeks of May:

Contacting mentor and panel members for Senior Project night, deliver portfolios

Continue practicing presentation

Write Reflection Paper

Write Thank-you letters

In-Class Senior Project presentations

Last two weeks of May: Senior Project Night, May 22, 2012 May 24, 2012

Deliver thank-you letters to mentor and panel members Monadnock Regional High School Senior Project

Monadnock Regional High School
Senior Project
MENTOR AGREEMENT FORM

I have agreed to serve as a mentor to _____ (senior's name) for the duration of the proposed Senior Project. I understand that my responsibilities will be the following:

- Help the senior define his/her Senior Project focus
- Help the senior accomplish/attempt reasonable goals
- Provide a minimum of 3 hours of real life observation time (this must be time actually spent by the student observing ACTIVE processes, not reading, viewing, or other similar activities)
- Suggest resources (relevant books, articles or manuals) and methods for the senior
- Be aware of the progress the senior is making and be prepared to help him or her through any problems he or she may encounter
- Participate in an interview, fill out and sign the Interview Evaluation form
- Verify that the project has been completed/attempted and represents learning goals, quest for quality, acceptable performance and meets or exceeds the time requirement (minimum 45 hours)
- Fill out and sign a Mentor Agreement form
- Fill out and sign an Interview Assessment form
- Fill out and sign a Mentor Assessment form
- Read and sign the senior's learning log entries (minimum 16 entries) and initial clock hours form to verify his/her process, progress, and time spent on the project
- Participate as an assessing member of your senior's panel in May/June when he/she presents his/her project at the MRHS Senior Project Presentation Night on May 31 or June 2.

I agree to notify the supervising teacher, _____, at Monadnock Regional High School (352-6575 ext. _____, www.mrsd.org) if there is a need for consultation during the course of the Senior Project.

Mentor's Name (PLEASE PRINT): _____

Address: _____

Phone #: Home: _____

Work: _____

Mentor's Signature: _____

Student's Signature: _____

Parent/Guardian Signature: _____

Due Date: _____

Monadnock Regional High School
Senior Project
INTERVIEW ASSESSMENT FORM

Dear Mentor,

Thank you for volunteering your time to meet and talk with a senior concerning his or her Senior Project. The interview process is an important element in the Senior Project because it gives the senior a broader perspective of your experience in the area he or she is studying.

The time, place, and approximate length of the interview should have been arranged with you prior to the interview. We would find it very helpful if you would take a few minutes to complete this evaluation form concerning the interview. We would like you to help us determine how effectively the student utilized the opportunity. You may either give this completed evaluation in a sealed and signed envelope to the student after the interview, or mail it to his or her English teacher at Monadnock Regional High School, 580 Old Homestead Highway, Swanzey, NH 03446. Your evaluation is part of his or her grade; therefore, please return this form prior to _____.

Thank you again for taking time to share your expertise and to participate in The Senior Project.

Sincerely,

MRHS English Department

~~TO BE COMPLETED BY THE STUDENT:~~ _____

Student Name: _____ English Teacher's Name: _____

Senior Project Topic: _____

TO BE COMPLETED BY THE PERSON BEING INTERVIEWED:

Mentor's name: _____

Address: _____

Phone Number: _____ Fax: _____ Email: _____

Did the student arrive punctually for the interview? Yes_____ No_____

Was the student prepared with questions? Yes_____ No_____

What was the total interview time? _____ Min./Hr.

Did the student take notes? Yes_____ No_____

Signature: _____

Please feel free to write additional comments on the back of this sheet.

Monadnock Regional High School
Senior Project

MENTOR'S ASSESSMENT ON SENIOR

Please complete this evaluation for _____ (student's name) and return it to
_____ (teacher's name) at MRHS by _____.

The student for whom you have served as mentor...

- | | | | | |
|---|---|---|---|---|
| 1. Demonstrated courtesy | I | 2 | 3 | 4 |
| 2. Responded well to instruction | I | 2 | 3 | 4 |
| 3. Showed responsibility (kept appointments, met deadlines etc.) | I | 2 | 3 | 4 |
| 4. Showed commitment to the project | I | 2 | 3 | 4 |
| 5. Set and met goals | I | 2 | 3 | 4 |
| 6. Worked interdependently (was able to work with his/her mentor and by himself/herself on set goals) | I | 2 | 3 | 4 |
| 7. Demonstrated positive interpersonal/ communication skills | I | 2 | 3 | 4 |
| 8. The final product shows high quality | I | 2 | 3 | 4 |
| 9. Spent 45 hours working on his/her project | I | 2 | 3 | 4 |
| 10. Kept a clear and concise learning log | I | 2 | 3 | 4 |

Scoring Key:

4—Exceeds expectations

3—Meets expectations

2—Approaches expectations

1—Needs more work

What suggestions do you have for the senior? _____

Do you have any suggestions for improving the Senior Project program? _____

Additional comments or observations: _____

Please attach any additional sheets if necessary. We appreciate your participation in this program.

Sincerely,
MRHS English Department

Mentor's Signature: _____ Date: _____

Monadnock Regional High School Presentation Rubric

Packet Received Yes No

Presenter: _____ Evaluator: _____

Directions: The rubric is arranged on two pages: The front page is *content* the student is expected to show or have. The back page is *method*, which is *how the student presented*. It is suggested that panelists listen for the content and *then* evaluate on how it was delivered. ♦ The far left column (marked *indicators*) is the category in which the student is evaluated. Along the top are the standards a student can meet: In each box is a description of what the category will look like at that standard. ♦ A student must accumulate 40 points to pass the presentation.

♦ It is suggested that the evaluator begins in the MEETS EXPECTATIONS column. If the criteria matches, then assign that score. If the student did better, move to the right: If worse, then move to the left. ♦ A score of 1 indicates that the student did not accomplish the task at all. ♦ Evaluators should be aware that scores should generally be in agreement to be reliable.

Indicator	1	2	3	4	5	Comments/ Score
Communicating Content	Needs Improvement The presenter does not present on the topic or does not communicate what the content was.	Approaching Expectations The presenter does not present the topic thoroughly or did not demonstrate knowledge or research.	Meets Expectations The presenter communicates the content thoroughly or demonstrates the knowledge or research.	Exceeds Expectations The presenter uses vocabulary that indicates his or her learning and clearly demonstrates knowledge and research.		
Communicating Problem Solving	The presenter does not communicate problems being solved and does not identify strategies used to overcome them.	The presenter mentions problems but does not communicate how they were solved, or identify strategies.	The presenter communicates problems encountered and identifies strategies for solving them.	The presenter communicates problems encountered, and identifies strategies for solving them, as well as “lessons learned” for future activities.		
Communicating Research and Learning	The presenter does not identify sources of research or learning.	The presenter mentions some sources, but they are “weak” or not authoritative. No mention is made of source evaluation.	The presenter clearly identifies useful sources and what was learned, and evaluates sources.	The presenter has many authoritative sources, identifies how sources were evaluated and makes a meaningful personal connection to the learning.		
Visuals and Artifacts	Materials are missing or are of poor quality: messy, misspellings, or very poor design. Portfolio is not used or referenced.	Materials are present, but there are some errors, or they are not of high quality. Portfolio is referenced but is not of high quality or does not add value.	Materials are present, contain no errors, and they are neat and well designed. Portfolio is used meaningfully and adds value to the presentation.	Materials are present, are of exceptional quality, very neat, and heavily reinforce the message or content of the presentation. Portfolio is a key part of materials.		
Questions and Answers	Questions were not answered, or they were ignored.	Questions are answered, but there is no factual information given, or no reasons provided.	Questions are answered in an informed, confident manner, with reasons identified or prior content identified.	Questions are informed, meaningful, and make connections to the learning and larger materials or ideas.		

Indicators	1	2	3	4	5	Comments
	Needs Improvement	Approaching Expectations	Meets Expectations	Exceeds Expectations		
Introduction	The presenter does not introduce his or her name or the topic and launches directly into the project. There is no over-arching idea or concept to aid audience understanding.	The presenter does not have a clear introduction or does not mention why he or she chose the topic. There is no over-arching idea or concept to aid audience understanding, or it is unclear or confused.	The speaker has a clear introduction, including the motivation for choosing the topic. The presenter provides some concept that aids in audience understanding.	The presenter has a clear introduction and introduces the material to an over-arching theme or primary idea that strongly aids the audience in understanding the material.		
Conclusion	The presenter does not have any sort of real conclusion and ends by trailing off with a vague statement.	The presenter has a conclusion but it is uncertain and does not call for questions from the audience.	The presenter ends the presentation with certainty, thanks the audience for listening, and asks for questions from the audience.	The presenter ends the presentation with “flourish”, answers “what is next?” and asks for questions from the audience.		
Appearance and demeanor	The presenter is not dressed neatly or well, with rips or inappropriate clothing. Does not take the presentation seriously or is incapable of presenting.	The presenter is neat and dressed appropriately, with no holes or rips in clothing. Demeanor might be nervous or non-serious.	The presenter is dressed to present, with clothes that are neat, clean, and above an ordinary level of attire. He or she appears calm and organized.	Clothing is above and beyond: A suit/tie, skirt/dress or other appropriate business or professional dress. Presenter is also calm and “in charge.”		
Communication Style and Eye Contact.	Eye contact is missing or is used to distract from the presentation. Communication is garbled, or interrupted by the speaker’s own actions, i.e., laughter during speaking.	Eye contact or body language might detract from the presentation, or communication is unclear or does not engage the listener, such as reading directly from notes.	Eye contact is present, and the communication style of the presenter is clear and allows the audience to engage and understand the material.	Eye contact, body language, and speaking style are used to highlight key points and ideas, and a high level of interest is kept.		
Time	The presentation does not approach the time, and is far too short to communicate anything meaningful. (7-9 minutes)	The presentation is either over-long or still too short to show the content of the presentation. (10-14 minutes)	The timing of the presentation meets requirements, and the sections have an appropriate amount of time devoted to them. (15-16 minutes)	Timing of sections makes sense proportionate to their importance, a good pace is kept, and the presentation never “drags” or feels rushed. (17-20 minutes)		

Student: _____

Evaluator: _____

MLA Research Paper Rubric Grade 9-12

Indicators	N/A 1	Needs Improvement 2	Approaching Expectations 3	Meets Expectations 4	Exceeds Expectations 5	Comments
Thesis & Introduction		Introduction does not establish the importance of the topic or create interest because of weak vocabulary, lack of description or details. Weaker or flawed thesis with no previewing of ideas.	Introduction previews the structure and content of the paper. Weaker or flawed thesis with no previewing of ideas.	Introduction hooks reader's attention, establishes importance of the topic, and previews the structure and content of the paper. Thesis makes a point proved throughout the paper.	Introduction establishes importance and interest through strong descriptive language and examples. Thesis is clear and thought provoking and is proven throughout the paper.	
Internal Documentation		Quotations are not clearly explained before or after quotation.	Some quotations are integrated into the paper with clear lead-ins and explanations, but does not paraphrase or does not use quotes.	Most quotations, summaries, and paraphrases are integrated into the paper with clear lead-ins and explanations to create an "evidence sandwich".	All quotations have clear leads-ins and explanations.	
Works Cited		Most sources are not used or cited. Missing or improperly formatted MLA Works Cited Page.	Little variety of sources (6 and one type) is used. MLA Works Cited page is present, formatted properly, but has errors.	All sources are used and cited.	All sources are used and cited. MLA Works Cited page is present, formatted properly, and has no errors.	
Quality of Citations		Variety and number of sources (4 or fewer) is lacking. Citations are from unreliable websites, encyclopedias, or non peer-reviewed sources. Anonymous websites are present.	Citations are from the internet, but from named or known sources. There are no anonymous sources, but no primary sources.	Good variety of sources (8 sources and three types) is used. Citations are reliable, (peer-reviewed, internet databases, multiple corroboration). There is evidence elicited from original and secondary sources.	Excellent variety of sources (10 and five types) is used. Citations are reliable (from peer-reviewed journals and corroborated source). There are multiple sources for information, elicited from primary and secondary sources.	
Organization & Conclusion		Paragraphs and other organizational structures are lacking. No transition between sections. Conclusion does not address the thesis or does not exist.	Paragraphs and other organizational structures are present and used consistently, but lack topic sentences or other organizational elements. Transition between sections are present, but repetitive or awkward. Conclusion is present, evaluates the thesis but does not extend ideas or connect to other concepts.	Paragraphs and other organizational structures are present and properly used. Transition between sections are present, and vary to create and maintain "flow." Conclusion is present, evaluates the thesis, extends to other ideas and connects to other concepts.	All of "meets expectations" and the conclusion effectively evaluates the thesis, makes a call to further action and evaluates and elaborates on the original idea presented.	
MLA Format		MLA format is not present or there are many errors.	MLA format is mostly correct for heading, title, pagination, margins, spacing, font, and print size.	MLA format is correct for heading, title, pagination, margins, spacing, font, and print size with only one or two minor errors.	MLA format is correct for heading, title, pagination, margins, spacing, font, and print size.	

Indicators	N/A 1	Needs Improvement 2	Approaching Expectations 3	Meets Expectations 4	Exceeds Expectations 5	Comments
Tone, Style, and Grammar						
7	<p>Tone is informal or contains contractions.</p> <p>Lacks sentence variety, and errors in grammar, usage, and mechanics are present and pervasive (>10).</p> <p>Informal (I, you) point of view is used.</p> <p>Student makes no stylistic choices to achieve intended effects.</p>	<p>Tone is occasionally not appropriate for audience.</p> <p>Lacks sentence variety, and errors in grammar, usage, and mechanics are present.</p> <p>Appropriate point of view may sometimes not be present.</p> <p>Student may make stylistic choices with language to achieve intended effects.</p>	<p>Appropriate tone and style is present for the audience.</p> <p>May lack sentence variety, and is generally free of errors in grammar, usage, and mechanics.</p> <p>Third person point of view only is used.</p> <p>Student makes some stylistic choices with to achieve intended effects.</p>	<p>Sentence structure is varied with effective word choice. Appropriate tone and style for audience is present. Free of errors in grammar, usage, and mechanics.</p> <p>Third person point of view only is used.</p> <p>Student makes stylistic choices with language to achieve intended effects.</p>		
Analysis	<p>Student does not present a counter argument, or does not explain why initial evidence is more compelling than counter-arguments.</p>	<p>Student presents a counter argument, evaluates that idea, identifies complexities, but does not explain why initial evidence is more compelling than counter-arguments.</p>	<p>Student evaluates the primary idea, identifies complexities, and addresses and displays some counter-argument with logical evidence.</p>	<p>Student evaluates the primary idea, identifies complexities, and addresses and displays some counter-argument with logical evidence that is more compelling than counter-arguments.</p>		
8						
Synthesis	<p>Student(s) work is not logical or does not draw accurate conclusions.</p> <p>No new ideas created.</p>	<p>The content from the various sources is not logically combined, or does not connect to other related topics.</p>	<p>The content from the various sources is combined and connected to other sources and related topics. There is a new, larger idea logically created from the evidence.</p>	<p>All of the previous criteria, as well as new questions generated based on the new ideas.</p>		
9						
Revision	<p>There is not enough evidence that revision took place and/or no drafts present.</p>	<p>Some revision took place from a corrected draft. A fully corrected previous draft is present.</p>	<p>Almost all revisions have been made from a corrected draft. A fully corrected previous draft is present.</p>	<p>All revisions have been made from a corrected draft. A fully corrected previous draft is present.</p>		
10						