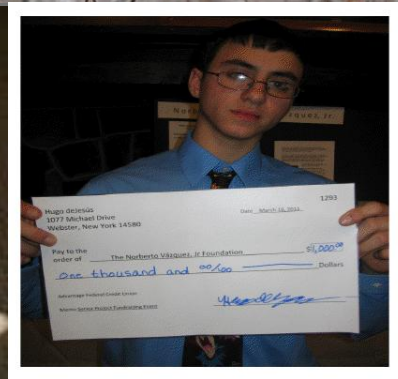


2011-12

Senior Project Student Manual

Webster Central School District

Complete overview of the 2011-12 Senior Project. Task descriptions, timelines, due dates, and requirements are included.



Webster Central School District
Webster, NY
6/1/2011



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2011-12 Senior Project Timeline

Dates	Events	Delivered To
September & October	Senior Project Rollout in English Class	
September-November 2011	Explore project possibilities.. Review proposal writing.	
Friday, October 7, 2011 Monday, October 10, 2011	Superintendent's Conference Day Columbus Day-No School	
September-November 2011	Mentor Search	
Thursday, November 10, 2011 Friday, November 11, 2011	End of 1 st Quarter Veteran's Day-No School	
Week of November 14-18, 2011 Thursday-Friday November 24-25, 2011	Project Proposal Due Electronically Thanksgiving Break-No School	Online to Advisory Board via Moodle
Week of December 12-16, 2011	Project Proposals Returned. Revisions due upon return.	Students check Moodle for status of Senior Project Proposal
Monday, December 24 - Sunday, January 1, 2011	Winter Recess	
Friday, January 6, 2012	Revisions Due	Online to Advisory Board via Moodle
Monday, January 16, 2012	MLK Jr. Day-No School	
Monday, February 20- Friday February 24, 2012 Friday, March 16, 2012	February Recess-No School Superintendent's Conference Day-No School	
Week of March 19-30, 2012	Project/Portfolio Check (Classroom Share, Peer Review, Conference Appointment – Teacher Choice)	English Class
Friday, April 6, 2012-Friday April 13, 2012	Spring Break-No School	
Friday, April 20, 2012	ALL SENIOR PROJECT HOURS DUE Product Evaluation Due	Thomas: Ms Marcello-Counseling Center; Schroeder: Ms Fioravanti-College/Career Center
Friday, April 20, 2012	ePortfolio Due	Online to Advisory Board via Moodle
Monday, April 30-Friday, May 4, 2012	Sign-up for SP Presentations	Will be done in class or see Thomas: Ms Marcello-Counseling Center Schroeder: Ms Butto-College/Career Center
Monday, May 21, Wednesday, May 23, & Wednesday, May 30, 2012 Tuesday, May 22, Tuesday, May 29 & Thursday, May 31, 2012	Thomas SP Oral Presentations Schroeder SP Oral Presentations	Scheduled from 6:00pm to 8:30pm Scheduled from 6:00pm to 8:30pm

A Step-by-Step Approach to Senior Project

1. Decide on the type of product you want to complete: Passion, Service, Career (see page 12).
2. Develop 2-3 goals stating what you want to do or make or learn (see page 8).
3. Search for the best possible mentor who will be able to help you reach your goals.
4. Secure a mentor agreement. Have mentor complete online mentor form @ <http://www.websterschools.org/webpages/SeniorProject/mentor.cfm>.
5. Arrange meeting #1 with your mentor to discuss and write your Senior Project Proposal (see page 14) .
6. Complete your SP Proposal document (see pp. 8-11).
7. Submit SP Proposal to your Moodle Account for review by SP Advisory Board (see p. 6).
8. *SP Proposal must be approved before going onto next steps.*
9. Complete your Plan of Action as stated in your proposal. Time on your product must equal a minimum of 15 hours PLUS 5 mentor meetings.
10. Create your ePortfolio using Google Sites on your Google Apps Account (see page 6).
11. Begin documenting your SP on your ePortfolio, including all mentor meetings, time logs, photos, videos, and all other documentation for what you did, learned, or made.
12. Complete and document a minimum of 15 hours on your product PLUS 5 mentor meetings along the way.
13. At your final mentor meeting, have your mentor complete the mentor evaluation form. Turn in completed form. You will receive the mentor evaluation form in class (see pp. 14-15).
14. Complete the ePortfolio and submit the ePortfolio web address on Moodle for review by the SP Advisory Board (see pp. 16-19).
15. Sign up for SP Presentation.
16. Prepare for SP Presentation (see pp. 20-23).
17. Give your SP Presentation (see p. 3 for timeline).
18. **DONE!!**

Deadlines & Consequences

Task 1: Proposal

Due:

- Proposal-Week of November 14-18, 2012 (proposal must be submitted electronically through Moodle)

Value:

- INC for course if not completed/approved

Consequences:

- INC in course if not completed/approved

Task 2: Product Evaluation

Due:

- Friday, April 20, 2012

Value:

- INC for course if not completed at or above standard

Consequences:

- Completion of product evaluation from your mentor is necessary to give oral presentation which is required for course credit

Task 3: ePortfolio

Due:

- Friday, April 20, 2012 – ePortfolio is completed using Google Sites and the web address is submitted on Moodle for review by the Senior Project Advisory Board

Value:

- A complete ePortfolio is needed to give oral presentation.

Consequences:

- Will not be able to give oral presentation and will receive an INC in English class

Task 4: Presentation

Due:

- May 21-23, 2012; May 29-31, 2012

Value:

- 50 % of 2nd Semester Final Exam Grade

Consequences:

- Students must receive a passing grade on the presentation or they will receive an INC for English class.

Senior Project Technology Requirements

These technology tools are used to complete Senior Project. You will receive more information throughout the school year.

1. Webster Moodle for Senior Project

Moodle, a classroom management system, will be a Senior Project resource. Webster Moodle will be used to submit your proposals and ePortfolio web addresses to the Senior Project Advisory Board.

Login Information:

URL: <http://moodle.websterschools.net>

User Name: your student # (ex: 123456)

Temporary Password: changeme



2. Google Apps for Education

All seniors will receive a Google Apps account. You will use Google Apps to maintain your ePortfolio by using Google Sites

Login Information:

URL: <http://partnerpage.google.com/webstercsd.org>

User Name: firstinitiallastname (Ex: Joe Smith = jsmith)

Temporary Password: changeme

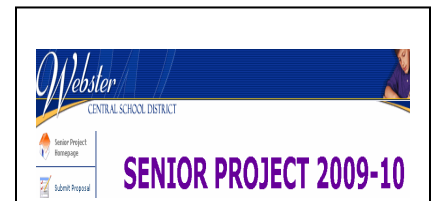
Your new email address:

Example: bobama@webstercsd.org (**first initial, last name**)



3. Senior Project Homepage

URL: <http://www.websterschools.org/seniorproject>



SENIOR PROJECT SUPPORT

Senior Project Coordinator:

- **Mr. Waltman** (Thomas & Schroeder HS)
dave_waltman@websterschools.org

To make an appointment to see Mr. Waltman:

- **Ms Marcello @ Thomas
Career/Counseling Center**
pam_marcello@websterschools.org
- **Ms Butto @ Schroeder Counseling,
Career & College Center**
vicky_butto@websterschools.org

TASK 1---PROPOSAL

Online Proposal Guidelines

- **Must be a .doc file (MS Word); Follow these Guidelines and the format of the following example on pages 9-11.**
- **Submit to Moodle Account when completed**
- **Login to Moodle to see whether or not proposal is approved**

Overview

- Greet the advisory board and establish the type of product (passion, service or career)
- Identify the content area that best connects to your product (social studies, art, physical education, science, English, business, math, health, LOTE, technology, music)
- Explain your rationale or inspiration for this project
- Describe your Senior Project, identifying: main idea, mentor, and 2-3 goals. Your plan of action should reflect how you will achieve these goals.
- Explain to the Advisory Board how you will grow from this experience (there are many ways to show growth....socially, emotionally, intellectually, physically, etc.)

Mentor (*Note: Mentor must also complete online form @

<http://www.websterschools.org/webpages/seniorproject/mentor.cfm>

- Introduce your mentor
- Provide mentor email address and phone number
- Describe how you found your mentor
- Describe your mentor's expertise and why they are a good choice to help you achieve your project goals.

Plan of Action (work with your mentor to develop this plan)

- Create a preliminary calendar outlining your project tasks month by month
- Estimate time it will take to complete each task (total estimated time must equal a minimum of 15 hours)
- When describing project tasks, include names of all those individuals or groups involved in your project as well as other pertinent facts (locations, addresses, estimated costs, etc.)
- This should be a **thorough and detailed** plan for your project....not just an idea that you are thinking about doing.
- Provide a completion date for your project (**this date must be prior April 20, 2012**) and total estimated hours for product tasks (minimum 15 hours).

Documentation of the Learning Process

- Describe your plan to document what you are doing **and** learning from completing your project. This could include daily journal entries, blogs, captioned photos, videos, podcasts, charts, graphs, research, or a combination of these.

***Follow the format of this example, create as a .doc (MS Word),
and submit to Moodle when completed.***

Senior Project Proposal

Name:
School:
Date:

Overview

Members of the Advisory Board, thank you for considering my proposal to become a student of archery. With your approval I am certain to turn my interest into a lifelong passion. I am motivated to learn archery because I want to become physically healthy and less sedentary. I am also inspired to complete this project by the many Olympians who have come home bearing medals. Archery will be a great fit for me because I am a lover of the outdoors, but since childhood have not had much of an excuse to be out there. Archery will lend me a reason to "play outside" while learning a sport that I know next to nothing about.

My project goals include

- 1) learn about the origins of archery
- 2) learn the techniques used in archery from a qualified mentor
- 3) join an archery club
- 4) compete in at least one archery competition
- 5) share my senior project experience with the local Boy Scouts.

I will grow in several ways by completing this project. I hope to increase my hand/eye coordination, increase my knowledge about a relatively unknown sport, and challenge myself socially by presenting to the Boy Scouts.

Mentor

- Name: Maid Marion
- Email: mmarion@lionheartacademy.com
- Phone #: 555-5555

My mentor is Maid Marion of the Lion Heart Academy. Marion has been teaching archery skills for over 15 years and is licensed by New York State as an instructor. I was fortunate to meet my mentor through my father's friend, Little John (a long time bow-hunter). Maid Marion has a tremendous background as an Olympic archery champion, and is President of the local archery club and make many school presentations on the sport. Her expertise is exactly what I will need to help achieve my goals.

(continued onto next page)

Plan of Action

October

- Research archery; learn the ins and outs of the sport. What kind of equipment do I need? Where can I practice? Where did this sport come from? **(Estimated time: 2 hours)**
- Rent or purchase equipment based on mentor feedback and research. I plan on having all equipment by October 31. I have budgeted 75 shillings for equipment. According to my preliminary research, this should cover all necessary costs. **(Estimated time: 1 hour)**

November

- Meet with my mentor on the weekends and practice, practice, practice! **(Estimated time: 8-10 hours each month)**
- My mentor and I will set further skill-related goals.

December

- Find a club to join (indoors) so that I can continue to practice during the winter. Holiday gift ideas: a club membership? I have budgeted 100 shillings for a 6 month archery club membership in the event that I need to cover this cost on my own. **(Estimated time: 1 hour)**
- My goal is to become a member of a club by the end of the month.

January

- Register and train for an archery competition. **(Estimated time: 8-10 hours each month)**
- I will also be working with members of the Lion Heart Academy to fine tune my skills, as well as with my father's friend, Little John.
- Learn the rules of scoring and tournament etiquette.
- Attend at least one Scout meeting and talk to the leader, Bob Croft, about presentation ideas. **(Estimated time: 1 1/2 hours)**
- The first meeting that I will attend is January 7th.
- I need to register for the competition by January 20th. (The actual deadline is Feb. 1, 2010.) My parents have agreed to pay my 20 shilling entry fee to the archery competition as an early St. Valentine's Day gift.

(continued onto next page)

February

- Compete in 3-D Shoot in Hamlin, NY on February 14, 2010. **(Estimated time: 3 hours)**
- Revise and practice archery presentation for Scouts. **(Estimated time: 1 hour)**

March

- March 13 – Boy Scouts--Deliver Archery Presentation! **(Estimated time: 1 hour)**

Completion Date: March 13, 2012

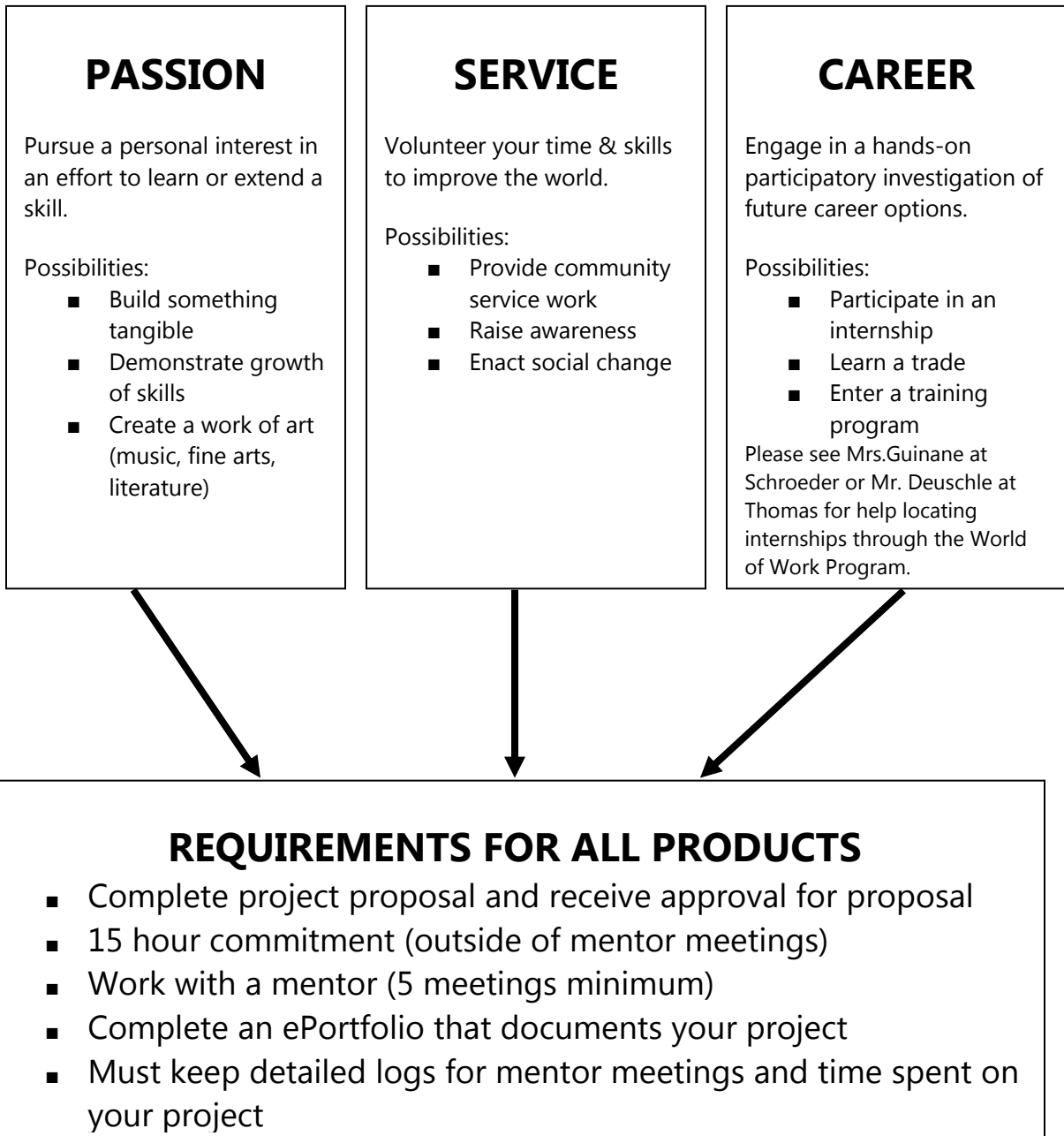
Total Estimated Hours: 25 hours

Documentation of Project Process

Throughout this process I will take pictures and complete charts of my target practice progress and keep a journal of my challenges and triumphs. I will take video of my participation in the competition and of my presentation. I will complete a multi-media slideshow for the Boy Scout presentation. To document my learning I will post a photo journal on my ePortfolio where I pair my weekly reflections with pictures.

(end of proposal)

TASK 2- PRODUCT



STUDENT & MENTOR RESPONSIBILITIES

The student is responsible for:

- Securing an appropriate Mentor.
- Being prepared and punctual for all appointments with Mentor.
- Communicating with Mentor, as needed, in a timely manner.
- Five (5) Mentor/Student Meetings.
- Submitting Product Evaluation Form in a sealed, signed (by mentor) envelope to the Mentor Coordinator.

Mentor qualifications:

- Cannot be a member of the student's family.
- Must be an adult (at least 25 years of age).
- Must be an expert or professional in the field/area of mentoring.

A Mentor is responsible for:

- Advising and assisting student in the planning and development of his/her Senior Project product
- Meeting a minimum of 5 times with students (see recommendations for meetings in mentor manual)
- Evaluating the student's completed Senior Project product.
- Completing Product Evaluation Form

Resources to find a mentor:

- Friends and their family members
- Employers and co-workers
- Associates through religious organizations
- Associates through civic and community organizations
- Associates through athletic organizations
- Community businesses
- Professional organizations
- Webster teachers / personnel
- Other educational facilities
- Internet
- Newspapers
- Yellow Pages

How to make the initial mentor contact:

- A mutual friend or acquaintance may make the initial contact for you
- Telephone (be prepared to leave an appropriate voice mail message)
- Letter
- E-mail

RECOMMENDATIONS FOR MENTOR MEETINGS

Five meetings are required between student and mentor. These are suggested topics for each meeting. Please feel free to schedule more meetings as necessary.

Meeting #1:

- Share Senior Project Student Manual
- Develop short-term and long-term goals related to the project
- Discuss how the product will benefit others
- Discuss general timelines, create calendar
- Discuss your expectations with the student and have student share their expectations
- Exchange email/phone numbers
- Complete online mentor information form
- Set next meeting time/date/location

Meeting #2:

- Continue planning for the product
- Focus on necessary steps and more detailed product timelines
- Complete mentor log and schedule the next meeting

Meeting #3:

- Check progress on product
- Discuss any changes or revisions
- Problem-solve any upcoming issues
- Complete mentor log and schedule next meeting

Meeting #4:

- Plan for completion of product
- Complete mentor log and schedule next meeting

Meeting #5:

- Share completed product
- Discuss and evaluate process and product
- Discuss the challenges of completing the product
- Share student reflections
- Discuss how the product will be shared during the oral presentation
- Complete final log entry
- Place completed product rubric and meeting log in sealed envelope with the mentor's signature over the seal. Please use the school provided envelope with student/teacher label (student will deliver envelope to you and student will bring envelope back to the school)
- Celebration

EXAMPLE

SENIOR PROJECT--MENTOR EVALUATION FORM

Student Name (Please Print): _____ Date: _____

Mentor Name (Please Print): _____

I verify that _____ has completed a minimum of 15 hours on their Senior Project Product. _____ Mentor Signature

CIRCLE one box for EACH ROW, and then provide an overall evaluation at the bottom of this page.

ATTRIBUTE	DISTINGUISHED**	COMMENDABLE	PROFICIENT	BELOW
Quality of Product	The product exceeds expectations and achieves excellence.	The product reflected a commitment to excellence.	The product reflected a commitment to completion.	The product reflected
Individual Strength	The student met and overcame most, if not all challenges. Product was creative and innovative. Product pushed student beyond what they thought capable.	The student was challenged by understanding and completing the product	The student made a genuine effort in understanding and completing the product.	The level of challenge student's initial skill level
Goal Setting	Student presented goals that reflect a commitment to excellence and quality before beginning his/her product.	Student presented a thoughtful, clearly stated, written goal before beginning his/her product.	Student had a general idea that mutually shaped into a specific goal.	Student goal was extremely vague.
Planning	Student presented well thought out clear strategic plan that anticipates problems in both the process and completion of the product.	Student presented a realistic, thoughtful, clearly stated plan for the process and completion of the product in writing.	Student presented a written plan for the process and completion of the product in writing.	Student plan was primarily developed by mentor.
Time Management & Follow-through	Student met all deadlines for SP and met all goals. Work habits closely aligned to their plan.	Student's work habits were closely aligned to the product development plan.	Student's work habits were generally aligned to the product development plan.	Student's work habits were consistently out of alignment with the product development plan.
Problem-solving	Student faced problems and challenges with determination, was strategic and/or creative in his/her approach to overcoming problems. A approach was effective in solving problems.	When faced with a limiting condition, the student demonstrated good resourcefulness.	When faced with a limiting condition, the student relied on the mentor to generate a solution.	When faced with a limiting condition, the student shut down and found it difficult to proceed even with the assistance from the mentor.
Utilization of Physical and/or Human Resources	Student demonstrated knowledgeable and creative use of physical and/or human resources that led to effective results.	The student managed physical and/or human resources in an effective/efficient manner without being prompted.	The student managed physical and/or human resources well in a prompt.	The student did not manage physical and/or human resources in an effective manner.
Interacts with mentor	The student exceeded all expectations by the mentor in regard to communication, product development, and completion.	The student worked with his/her mentor in an effective/autonomous manner.	The student utilized the mentor in an inconsistent manner.	The student did not contact the mentor.
Communication	The student communicated with the mentor in an effective manner throughout all phases of the Senior Project.	The student communicated with the mentor in an effective manner throughout most phases of the Senior Project.	Student communication was inconsistent throughout the Senior Project.	Student initiated communication was absent.

Overall Mentor Evaluation:
(circle one)

Distinguished

Commendable

Proficient

Below Standard

PLEASE PROVIDE WRITTEN COMMENTS ON BACK.

TASK 3—THE ePORTFOLIO

Your ePortfolio is an on-going electronic document of your entire Senior Project. You will begin your ePortfolio during 1st semester and it will be reviewed during 2nd semester. Please follow the recommended ePortfolio due dates. The ePortfolio will be completed using Google Apps for Education. You will be receiving further training during the school year.

This sample ePortfolio can be found at
<http://sites.google.com/site/seniorprojecttemplate/>

The screenshot shows a Google Sites page for 'My Archery Senior Project Portfolio'. At the top, there are navigation links for Gmail, Calendar, Documents, Photos, Reader, Web, and More. The user's email is davidwaltman@gmail.com, and there are links for Site settings, My sites, Help, and Sign out. The page features a red and yellow target icon, the title 'My Archery Senior Project Portfolio', and four archery icons with the Chinese characters '射箭' (shè jiàn) and the English word 'Archery' below them. A search bar is also present. The main content area has a red 'Back to top' button, a 'Create new page' button, an 'Edit page' button, and a 'More actions' dropdown. The page was updated 2 minutes ago. The main content includes a 'Home' section with a photo of a man in a green jacket holding a bow and arrow, and the text: 'Hello! My name is Robin Hood and my Senior Project is to learn about archery, join a local archery club, enter an archery competition and share my new found knowledge with a local Boy Scout troop.' A sidebar on the left contains links for Home, Proposal, Mentor Bio, Mentor Meeting Logs, Time Logs, Photo Journal, Video Journal, Reflections, Acknowledgements, and Sitemap. At the bottom, there is an 'Attachments (0)' section.

	PORTFOLIO CHECKLIST	Suggested Timeline
<input type="checkbox"/>	Home Page-inviting, creative home page	October 2011-begin learning Google Sites & set up portfolio.
<input type="checkbox"/>	Navigation Bar --Table of Contents of your ePortfolio	Ongoing-Template provides minimum required links; add additional content as necessary.
<input type="checkbox"/>	Approved Proposal Included (cut/paste and/or attach as a document)	December 2011-as soon as your project proposal is approved place an electronic version in your ePortfolio.
<input type="checkbox"/>	Mentor Photograph and Bio-explain his or her expertise as it relates to your project	Jan 2012-Mentor page should be completed once project and mentor are approved.
<input type="checkbox"/>	Mentor Meeting Logs	All mentor meetings need to be documented in the ePortfolio.
<input type="checkbox"/>	Photograph of Student & Mentor Together	January 2012-Mentor Bio and Mentor/Student Picture should be posted.
<input type="checkbox"/>	Detailed Time Logs documenting all time spent on Senior Project	All time spent on product needs to be documented. Should be well underway by March ePortfolio check.
<input type="checkbox"/>	Documentatin of Learning (Photos, Videos, Blogs, Journals, and other Documents)	Add all evidence and documentation as it occurs. Be creative!
<input type="checkbox"/>	Product Reflection	Complete when you are finished with your product.
<input type="checkbox"/>	Acknowledgements – a “shout out” to all those who helped you complete your project, including your mentor and others who helped you along the way	April 2012
<input type="checkbox"/>	Final ePortfolio Review-your ePortfolio will go “public”	Week of April 16-20, 2012

PRODUCT REFLECTION

Task: In at least 500 words, complete a reflective essay on the development and completion of your Senior Project by answering at least 4 of the following prompts:

- What did you learn from working on this product?
- How did you overcome obstacles in doing this project?
- Did your product turn out the way you planned? If not, why?
- What would you do differently, if you could start all over?
- What is the most important skill you acquired during the product phase?
- What did you learn about yourself?
- Describe very specifically how you endeavored to make your product the very best quality you could.

PORTFOLIO RUBRIC

	Distinguished	Commendable	Proficient	Below Standard
Completeness	All elements on ePortfolio checklist are required and need to be present before ePortfolio will be reviewed and graded.			
Quality of Responses	All responses and entries are elaborate and error free	Responses lack elaboration but are adequate and relatively error free	Responses are minimal; several mechanical/spelling errors appear	Many responses lack elaboration; errors appear throughout the portfolio
Appearance	Appropriate elements of the portfolio are professional in appearance	Portfolio is mostly professional in appearance	Portfolio is assembled with little effort toward excellence	No effort shown to make the portfolio professional in appearance
Personal pride & effort	Student's care is obvious throughout; great effort shown in portfolio with creativity apparent in added graphics, etc.	Portfolio is well done, but little effort is shown to make it an item of excellence with added personal touches	Portfolio is without outstanding merit and is done merely to fulfill the requirement; little reflection of student's individuality	Portfolio shows a decided lack of effort to make the portfolio reflect pride in its completion

TASK 4—PRESENTATION

INTRODUCTION:

1. Begin by using an anecdote, scenario, or other compelling lead-in technique
2. Describe inspiration for the project
3. End with a thesis statement that declares the significance or purpose of the product

(60-90 seconds)

BODY:

Explain 3 components pertaining to your project using clear and logical organization. You need to identify your selected components to your audience.

Components in the body of a speech:

- a. Component #1: Selection & relationship with mentor
- b. Component #2: Procedure & process for product
- c. Component #3: Exhibition & explanation of product with audio/visual

(4-6 minutes)

CONCLUSION:

1. Summarizes the gains in content knowledge and skill development
2. Reflects on personal growth
3. Speculates on community benefit or legacy, where applicable

(60-90 seconds)

A penalty of 1 point for every 20 seconds under 6 minutes or 1 point for every 20 seconds over 8 minutes will be applied.

Any speech under 5 minutes will earn a failing grade.

PRESENTATION RUBRIC-CONTENT

Criteria	Distinguished 10-9	Commendable 8	Proficient 7	Below Graduation Standard 6-0
Introduction 10 points possible	<ul style="list-style-type: none"> • Compelling opening • Informative explanation of passion • Clear and well-crafted thesis statement expresses product's significance or purpose 	<ul style="list-style-type: none"> • Logical opening • Clear explanation of passion • Clear thesis statement expresses product's significance or purpose 	<ul style="list-style-type: none"> • Trite opening • Simplistic explanation of passion • Somewhat unclear thesis hints at product's significance or purpose 	<ul style="list-style-type: none"> • Missing • Incoherent • Irrelevant • Too brief • Unclear thesis omits product's significance or purpose
Body 3 Components 30 points possible (10 pts each)	<ul style="list-style-type: none"> • Indicates breadth, depth, and influence of mentoring experience • Gives fitting and complete information on product components • Provides thorough and suitability exhibition of product audio-visual • Expresses clearly the use of time and resources • Provides exemplary organization 	<ul style="list-style-type: none"> • Indicates influence of mentoring • Gives fitting information on product components • Provides thorough exhibition of product audio-visual • Expresses clearly the use of time and resources • Provides clear organization 	<ul style="list-style-type: none"> • Discusses mentoring superficially • Gives limited information on product components • Provides inadequate or unclear exhibition of product audio-visual • Provides limited or unclear explanation on use of time and resources • Demonstrates weak organization 	<ul style="list-style-type: none"> • Omits information on mentoring experience • Omits information on process • Omits or poorly executes exhibition of product audio-visual • Omits or provides unclear information on use of time and resources • Exhibits lack of organization
Conclusion 10 points possible	<ul style="list-style-type: none"> • Summarizes gains in knowledge & skills w/clarity & insight • Reflects thoughtfully on personal growth • Speculates perceptively on benefit or legacy 	<ul style="list-style-type: none"> • Summarizes gains in knowledge & skills w/ clarity • Reflects sincerely on personal growth • Speculates on benefit or legacy 	<ul style="list-style-type: none"> • Addresses gains in knowledge & skills • Reflects simplistically on personal growth • Claims benefit or legacy 	<ul style="list-style-type: none"> • Mentions or omits gains in knowledge & skills • Mentions or omits personal growth • Mentions or omits benefit or legacy
Language 10 points possible	<ul style="list-style-type: none"> • Language is the speaker's good friend • Diction is carefully chosen • Grammar & usage are nearly flawless • Clarity is never in question 	<ul style="list-style-type: none"> • Language facility is appropriate to the task • Diction is usually precise • Grammar & usage demonstrate minor or infrequent flaws • Clarity is rarely in question 	<ul style="list-style-type: none"> • Language is adequate to the task • Grammar & usage errors do not hinder communication • Triteness & clichés are hallmarks of this ranking • Clarity is sometimes in question 	<ul style="list-style-type: none"> • Language is at or below basic competence • Grammar & usage errors interfere significantly with communication • Clarity is usually or always in question

PRESENTATION RUBRIC-DELIVERY

Criteria	Distinguished 10-9	Commendable 8	Proficient 7	Below Graduation Standard 6-0
Eye Contact 10 points possible	<ul style="list-style-type: none"> • Direct, lingering, & comprehensive • Speaker uses eye contact to punctuate & dramatize specific points 	<ul style="list-style-type: none"> • Direct & fairly comprehensive eye contact • Some judges get more attention than others 	<ul style="list-style-type: none"> • Some direct eye contact may focus too much or too long on a judge OR • May look over judges' heads 	<ul style="list-style-type: none"> • Rarely or reluctantly makes eye contact <p>OR</p> <ul style="list-style-type: none"> • Never makes eye contact
Voice 10 points possible	<ul style="list-style-type: none"> • Adapts volume to room • Uses vocal variety • Enunciates well • Vocal expression always matches content • Uses effective pauses • Sincerity & vitality are evident 	<ul style="list-style-type: none"> • Uses ample volume • Varies rate & volume • Enunciates most words clearly • Vocal expression usually matches content • Sincerity obvious, but vitality and enthusiasm are less so 	<ul style="list-style-type: none"> • Can be heard & understood most of the time • Little vocal variation • Vocal expression sometimes or rarely matches content • Sincere tone, but vitality or enthusiasm are barely apparent 	<ul style="list-style-type: none"> • Speaks too softly or rapidly for understanding • Speech may be marked by mumbling or dropping the voice • Voice is flat or non-expressive
Criteria	Distinguished-5	Commendable-4	Proficient-3	Below Graduation Standard-0-2
Appearance 5 points possible	<ul style="list-style-type: none"> • Dresses to honor the occasion 	<ul style="list-style-type: none"> • Dresses neatly & suitably 	<ul style="list-style-type: none"> • Dresses too casually for the occasion 	<ul style="list-style-type: none"> • Dresses inappropriately OR distractingly
Poise 5 points possible	<ul style="list-style-type: none"> • Appears comfortable throughout speech • Recovers w/grace • Enjoys experience • Shows self-respect & respect for audience 	<ul style="list-style-type: none"> • Appears comfortable much of the time • Recovers w/ relative ease • Exhibits a pleasant & respectful demeanor 	<ul style="list-style-type: none"> • Shows discomfort at times • Unease obvious when mistakes occur • Seems relieved to conclude 	<ul style="list-style-type: none"> • Is clearly nervous OR disgruntled • Appears to be going through the motions in deference to final exam requirements
Audio-Visual 5 points possible	<ul style="list-style-type: none"> • Mode of exhibition is ideal for the product • Integration is logical & smooth 	<ul style="list-style-type: none"> • Mode of exhibition is appropriate for the product • Integration is sensible & relatively smooth 	<ul style="list-style-type: none"> • Mode of exhibition is acceptable but appears to have been carelessly planned/assembled • Placement shows lack of integration <p>OR</p> <ul style="list-style-type: none"> • is awkward in execution 	<ul style="list-style-type: none"> • Mode of exhibition is so poorly planned & executed that it diminishes the overall impact of the presentation
Question & Answer 5 points possible	<ul style="list-style-type: none"> • Responds knowledgably & eagerly • Exhibits great poise 	<ul style="list-style-type: none"> • Responds knowledgably • Does not appear uncomfortable 	<ul style="list-style-type: none"> • Responds with effort <p>OR</p> <ul style="list-style-type: none"> • partially answers question • Seems uncomfortable at times 	<ul style="list-style-type: none"> • Responds with vagueness <p>OR</p> <ul style="list-style-type: none"> • does not really answer the question • Is clearly uncomfortable

PRESENTATION SCORING SHEET

Student ID: * «CODE» *

School: «Sch»

Student Name: «FN» «LN» («ID»)

Teacher Name: «TCHR»

Date:

Judge A

Please fill in marks like this: ● not like this: ○ ⊗ /

2010-2011 Senior Project Student Manual

PRESENTATION SCORING SHEET

Distinguished
(10-9)

Commendable
(8)

Proficient
(7)

Below Graduation Standard
(6.0 or lower)

Content

Introduction (10)	Established theme or purpose in a compelling manner
Component 1 (10)	Selection & relationship with mentor
Component 2 (10)	Procedure & process for product
Component 3 (10)	Exhibition & explanation of product with audio/visual
Conclusion (10)	Thoughtful reflection on gains and legacy
Language (10)	Requirements of Standard English are met

Delivery

Eye Contact (10)	Direct and comprehensive eye contact
Voice (10)	Appropriate volume, diction, rate, vitality and emotion
Appearance (5)	Dresses with respect for the occasion
Poise (5)	Performs with comfort and ease; recovers easily when necessary
Audio/Visual (5)	Appropriate and integrated logically and smoothly
Question/Answer(5)	Responds knowledgeably

Total out of 100: _____

Time: _____

WEBSTER CENTRAL SCHOOL DISTRICT

Senior Project Administrator-in-Charge
Jan Lutterbein

Webster Schroeder High School
Principal: Joe Pustulka

Webster Thomas High School
Principal: Glenn Widor

Senior Project Coordinator
Dave Waltman

Senior Project Mentor Coordinators & Secretaries
Pam Marcello-Thomas HS
Vicky Butto-Schroeder HS

English K-12 Curriculum Supervisor
Jan Lutterbein-DAO

Teacher Leaders
Lissa Coppola-Schroeder HS
Mary Heveron-Smith-Thomas HS

<http://www.websterschools.org/webpages/seniorproject>