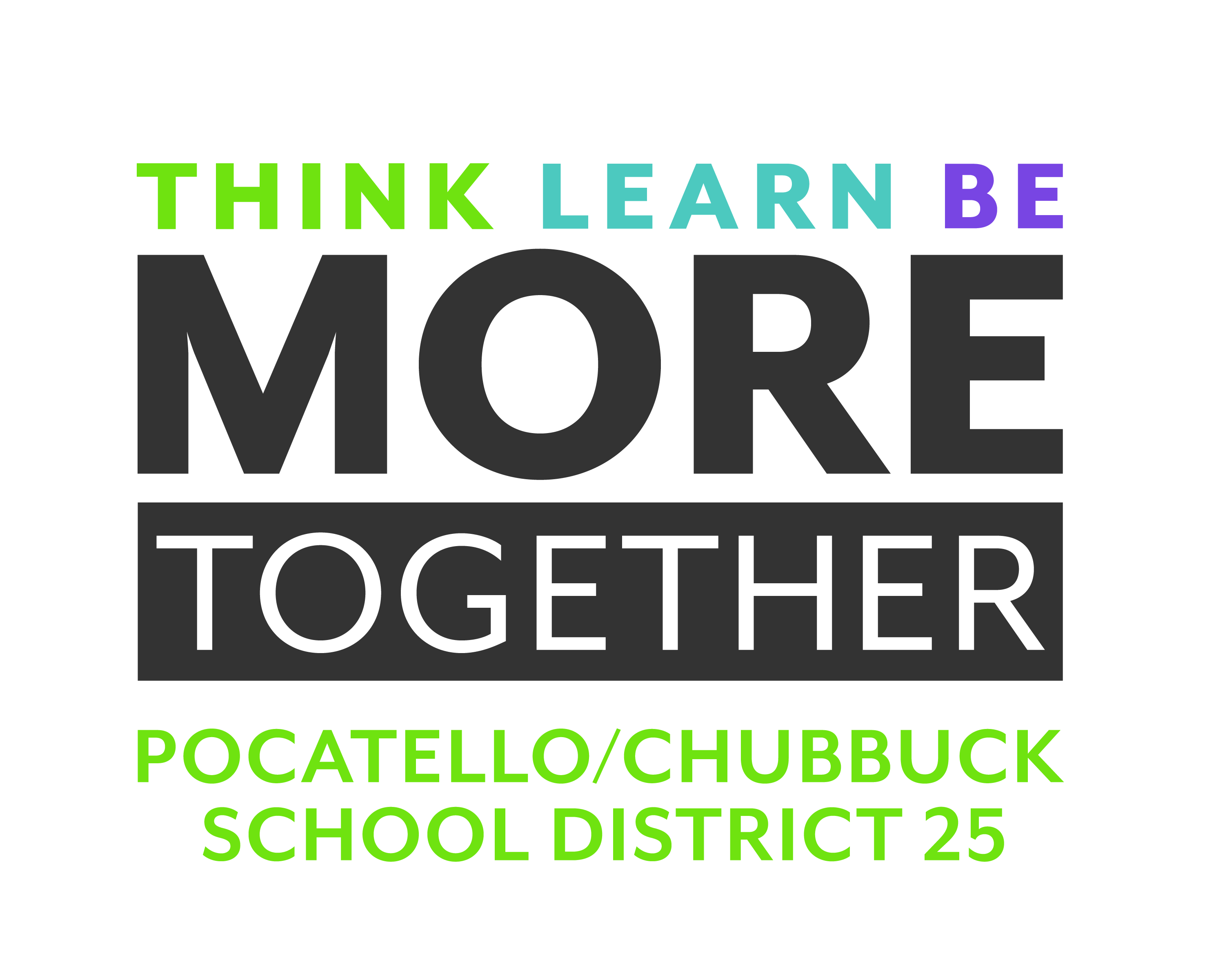
**Pocatello/Chubbuck**

**School District #25**

****

**High School Portfolio &**

**Senior Project Handbook**

**Revised August 2018**

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**Senior Project Handbook**

In order for students to graduate and receive a diploma from the Pocatello/Chubbuck School District, they must complete and meet “standard” according to the grading criteria on all components of the senior project. The senior project is required by the Idaho State Board of Education. The research report and oral presentation will be included as part of English 12B, English 101, AP Lit/Comp., Mythology, or Science Fiction.

The purpose of this unit is for students to demonstrate mastery of their argumentative research writing skills. Students are required to create a formal presentation of their findings. With college and career readiness in mind, students will write an argumentative research paper using the expository problem/solution mode and create an oral presentation. In order to generate greater student transfer knowledge, students will generate their own research questions (W.11-12.7).

# Commonly Asked Questions and Answers

**Question:** **My GPA is high and I’ve met proficiency on my ISATs. Do I still have to do the senior project to graduate?**

Answer: Yes. All students in the Pocatello/Chubbuck School District must meet “standard” according to the grading criteria on all components of the senior project to graduate. The senior project is required by the Idaho State Board of Education.

**Question: Do I have to complete all of the components, and meet every standard, including the presentation, to pass the senior project requirement?**

Answer: Yes. Every standard must be met to fulfill the graduation requirement.

**Question: What happens if I don’t meet the requirements of the senior project?**

Answer: Students who have not fulfilled the requirements of the senior project will not graduate. Administration and/or counselors will meet with the student and parent/guardian to decide what extra help and guidance is needed for the student to complete the project. Every effort will be made to help the student fulfill this requirement. However, if standards are not met on all components before graduation, the student will not earn a diploma nor participate in graduation ceremonies.

Accommodations required for students on an Individual Education Plan (IEP), 504, or Educational Learning Plan (ELP) for limited English proficient students will be discussed by the applicable team and put in the student’s official plan. All staff will be notified of any required accommodations.

# Senior Project Parameters

All students will be required to complete the senior project in English 12B, English 101 or AP Lit/Comp. The senior project includes:

* 4-5 page argumentative research paper (problem/solution)

(See Research Paper Checklist below)

* Oral presentation that meets specified guidelines/rubric (See pages 6-7)
* Students will be required to annually update their five-year plan with assistance from the high school counselor.

# Research Paper Checklist

When you can answer “Yes” to all checklist items, attach this to your research paper and submit to your teacher by the published due date.

|  |  |  |
| --- | --- | --- |
| Yes | No | Research Paper Checklist |
|  |  | Have I avoided plagiarism (not giving credit to sources used)?  Plagiarism is grounds for failure. |
|  |  | Does my paper make an arguable claim (presenting a problem/solution that is supported by strong and thorough textual evidence? |
|  |  | Have I established and maintained a formal style and tone appropriate for audience and purpose throughout my paper? |
|  |  | Is my paper 4-5 pages in length (not including Works Cited page), typed, double-spaced, 12 font, with one inch margins (MLA formatted)? |
|  |  | Does my Works Cited page lists a variety and a minimum of four (4) sources? Does my Works Cited page follows MLA formatting guidelines (see Writing Handbook)? I can answer “Yes” to all of the questions on the Works Cited Checklist (See next page). |
|  |  | Does my paper contain smooth integration of research (quotes, paraphrasing) with my own writing and include accurate use of parenthetical (in-text) citations? |
|  |  | Have I run spell and grammar check and manually read my paper through carefully? Have I had other students (peers) and adults help with proofreading your paper? |
|  |  | Have I fulfilled all other additional requirements as set forth by my teacher? |

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Works Cited Checklist

Project Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Here is a list of the criteria on which your “Works Cited” page will be evaluated. Use this checklist as a guide to complete the “Works Cited” page successfully.

|  |  |  |
| --- | --- | --- |
| Yes | No | Works Cited Requirements |
|  |  | Document is word processed using 12 font. |
|  |  | Document is on a separate piece of paper; the last page of your paper  (not included in the 4-5 page requirement). |
|  |  | The words Works Cited are centered on the first line and capitalized correctly. This is in the same font as the rest of the document; it is not underlined, bolded, or italicized. |
|  |  | The entire page is double-spaced (no single, triple, or quad spacing). |
|  |  | Sources are listed alphabetically by author’s last name (if no last name, use title first). |
|  |  | Source information for each item is complete, with the necessary information and correct formatting for the type of resource you are citing (see Writing Handbook or Owl Purdue MLA). |
|  |  | Dates are printed correctly (i.e. 8 Aug. 2010). Remember the period after the month abbreviation. |
|  |  | Each entry ends with a period. |
|  |  | All punctuation is correct, including commas and periods. |
|  |  | If an individual citation runs onto more than one line of text, indent the second or third lines on the left margin (one tab). This is a hanging indent. |
|  |  | All work cited entries are left justified/aligned. |

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Oral Presentation General Requirements

The following are the general requirements for the senior project oral presentation:

1. The oral presentation should be 5–10 minutes in length, concluded with additional time for questions.

2. Professional quality visual aid is required.

3. Guidelines for the oral presentation, including set-up and take-down, will be provided by the senior English teacher. Students must carefully follow all guidelines.

4. Oral presentations by students receiving Special Services will be handled in the same manner, so as to ensure they receive the same experience and opportunity as all other students. Appropriate adaptations of expectations and requirements may be determined by the individual student’s IEP, ELP or 504 plan.

5. The oral presentation will be assessed using the Presentation Assessment Tool. In order to meet standard, students will need to receive an average score of 20 points.

6. Students may be allowed one additional opportunity to present in order to improve their score.

# Presentation Assessment Tool

|  |  |  |  |
| --- | --- | --- | --- |
|  | **BELOW STANDARD**  **(1 point)** | **AT STANDARD**  **(2 points)** | **ABOVE STANDARD**  **(3 points)** |
| **Preparation** | ☐ Appears disorganized and seems unfamiliar with content**.** | ☐Ideas are organized. Appears practiced and prepared to present**.** | ☐Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. |
| **Delivery** | ☐Dependence on notes or visuals is excessive: reads rather than presents. | ☐Delivers and does not “read” presentation. | ☐ Presents in a natural, relaxed manner. |
| **Appearance** | ☐ Clothing choices and appearance seem out-of-place or disrespectful to audience. | ☐ Clothing choices and appearance are appropriate and respectful to the audience. | ☐ Clothing choices and appearance are professional and suggest an awareness of expectations. |
| **Non-Verbal Communication** | ☐ Variation in expression and eye contact are minimal. | ☐ Uses facial expressions and eye contact to engage audience. | ☐ Consistently uses meaningful facial expressions and eye contact. |
| ☐ Gestures are distracting and/or inappropriate. | ☐ Uses gestures to enhance presentation. | ☐ Gestures enliven presentation. |
| **Verbal Communication** | ☐ Mumbles, speaks too fast to understand words, and/or is inaudible. | ☐ Generally articulates well, with comfortable pace and appropriate volume. | ☐ Consistently has good articulation, well-paced and easy to hear. |
| **Language** | ☐ Language is limited; peppered with slang, jargon, or filler words; too complex or dull. | ☐ Language is appropriate, though not particularly vivid or precise. | ☐ Language is vivid, precise and sophisticated. |
| **Visual Aids** | ☐ Use of technology/visual is distracting and/or does not support presentation. | ☐ Integrates technology and/or audio-visuals into presentation. Use of technology/visual supports presentation. | ☐ Creatively integrates technology/visual into the presentation. |
| **Responsiveness to Questions** | ☐ Responses to audience questions may be undeveloped or unclear. | ☐ Responses to audience questions are generally relevant but little elaboration is offered. | ☐ Responses to audience questions are focused and relevant. Uses paraphrasing and restating when needed. |
| **Content** | ☐ Did not cover his/her topic sufficiently. | ☐ Covered his/her topic sufficiently. | ☐ Covered his/her topic with elaboration. |
| **Overall Score**  **Meets Standards = 20 points** |  | | |

**Comments:**