

# Lower Merion High School Senior Project

2019-2020

## Senior Project Handbook

The Senior Project is the last formal learning experience of your Lower Merion Educational Career. This project can show your potential, demonstrate prior learning, and help you understand a stronger sense of self. More importantly, the Senior Project can capture your imagination. It can offer you an adventure, tapping into your interests at a transitional time in your life. The hope of Senior Project is to engage your sense of curiosity proactively by having you initiate, develop, and engage in a plan of action. A faculty member will advise you through a process of discovery, encouraging you to embrace what's possible and challenge yourself through the Senior Project. This Senior Project Handbook explains the expectations, process, and outcomes of the Senior Project.

Tell me, and I will  
forget. Show me,  
and I may  
remember.

Involve me and I  
will understand.

*Confucius*



# Frequently Asked Questions

**This senior project was much more valuable than the education alone in that it also helped me put a different perspective on things as I am about to enter the adult world.**

**- Senior working in the legal profession for her Senior Project**

## **What is the Senior Project?**

The Lower Merion School District Senior Project is a student-directed, challenging project to be completed by every senior. The Senior Project, based on an interest identified by the student, is shaped by an essential question about the student's chosen interest. The essential question is a broad, open-ended question unable to be answered with a simple yes or no, that drives any large research project. After that question is created, the project entails researching and answering that question and then telling us what you learned about the topic of your question.

The project is divided into three phases:

- preparation and planning
- the experiential process (in the community)
- reflection, documentation, and presentation.

## **Why the Senior Project?**

The Senior Project will give you a model for learning anything that you want in the future. In fact, the Senior Project:

- helps with transition into life after high school
- taps into an interest
- gives you a different kind of learning experience
- puts into practice knowledge and skills
- helps you to learn skills and habits of mind by doing
- helps with direction and focus for the future
- helps you to see the value of process
- demonstrates how everything is about learning
- provides an opportunity to take responsibility, claim ownership, and feel empowered.

## **When does the Senior Project occur?**

The LM Senior Project begins formally in January and ends after your formal presentation in June. Specific deadlines are provided in the General Overview in this handbook, but keep these timelines in mind:

- Seniors end the third quarter on March 13, 2020.
- Seniors will end the fourth quarter on May 1, 2020.
- Experiential phase – May 4-May 22, 2020.
- Presentation dates – May 26-June 1, 2020.



## Where does the Senior Project take place?

Most formal high school learning takes place in a classroom, in a library or on the Internet. However, the Senior Project introduces you to the idea that any place can become a site for learning. The Senior Project provides countless options for you to choose where to learn and what you want to learn. Since the Senior Project is experience based, you can research your essential question during the experiential phase in a variety of places outside of the physical site of the high school. For example, any of these can be a component of the research during the experiential phase of the Senior Project:

- job shadowing
- interning at an organization, corporation, or non-profit
- setting up an interview with people in the field who have expertise with your chosen topic
- volunteering at a community service/non-profit site
- networking with people at their place of work, fundraisers, or at special events
- meeting interviewees to discuss your project
- making observational notes at an art museum, a community park, a mural site, a music event, a lecture at a local college, etc.

Learning happens everywhere, in all contexts of your life: home, school, ball field, studio, workplace, grocery store, bank, mall, etc. It is important for you to transition out of the high school experience with the desire and understanding that learning will never stop. The implicit goal of the Senior Project is to have you step outside of your comfort zone...to meet new people in new contexts.

**Most importantly, I have grown as a person. The experiences I had during my Senior Project have taught me independence and self-reliance.**

**– Senior studying Chinese Education for his Senior Project**

## Who is involved in the Senior Project?

- Student – The student creates a project by posing an essential question and a plan to answer that question, follows the process, meets deadlines, submits required forms and completes assignments.
- Advisor – The Lower Merion Advisor supports the student during the Project and conducts mandatory meetings as scheduled. The Advisor meets with the student and offers advice, guidance, and feedback on the development of the project through discussions based on the work the student has completed in his/her Senior Project notebook. The Advisor contacts the Mentor before the experiential phase, to confirm placement and to answer any questions and during the experiential phase to discuss the student's experience. The Advisor contacts parents and the project coordinator as situations warrant, sharing documentation of areas of concern. Additionally, the Advisor establishes expectations for and collects necessary forms and documents. The Advisor schedules the time, date, and location for the Senior Project Presentation and forwards this information to the Senior Project Coordinator who organizes the master schedule. If scheduling or location becomes an issue, the Advisor contacts the Senior Project Coordinator who will schedule the presentation as appropriate. At the end of each marking period, the Advisor grades the student based on the project rubrics.
- Mentor – Students are expected to engage a Mentor for the experiential learning phase of their project. The Mentor is a resource in a particular area of interest related to a student's essential question and provides facilities or other support for the completion of the project. The Mentor should not be a member of the student's immediate family. Resourcefulness, independence, and the ability to learn are traits measured by this project; therefore, it is important that students demonstrate the ability to identify, locate, and contact a Mentor and use specific skills developed during the project to ensure learning. The Mentor is more than a supervisor. The role suggests a mentor who helps a student answer his/her essential question. In the ideal situation, a Mentor suggests: Why not look at this? How could you explore that? Could you take advantage of that? The Mentor provides feedback regarding the student's learning and signs a log sheet that verifies the 70 hours completed by the student.
- Senior Project Coordinator - The Senior Project Coordinator oversees the project. The coordinator conducts activities that support the Advisor, the student, and the development of the project. The coordinator maintains the master presentation schedule and oversees project deadlines and requirements. Questions that cannot be answered by the advisor can be directed to the coordinator. All policies regarding the Senior Project are ultimately determined by building administration.
- Parents and parents' network - This network is used for getting advice, making connections, and brainstorming ideas.
- Student's personal network – This network is used for contacting a Mentor, getting advice on the Senior Project process, making connections, and brainstorming ideas.



## **How do I complete a Senior Project?**

You will be guided through this process by a Lower Merion Advisor. Starting in the third quarter and ending in the days before graduation, you will be required to:

- attend scheduled Senior Project meetings indicated on your second semester schedule
- complete the assignments in this handbook
- complete the experiential phase of Senior Project
- give a formal presentation before a panel.

During the experiential phase you will be responsible for at least 70 hours of Mentor verified work as well as reflection, documentation, meetings, preparation for presentation, and a formal presentation. (See the General Overview for specific deadlines.)

## **How will I be graded?**

You will earn .5 of a credit for the Senior Project during the second semester of the senior year. You will earn a grade of “P” or “F” for each of the following: third quarter, fourth quarter, and final. All assignments and forms have deadlines prior to the experiential phase. These assignments and forms must be completed before you are released for the experiential phase. You must make a satisfactory final presentation to pass the project and graduate. You cannot graduate without the successful completion of a Senior Project. Rubrics in this handbook clarify specific requirements and guide your learning. Students face consequences of F’s as quarter grades and will need to meet with administrators to determine further consequences if project responsibilities are not met.

**The format of the senior project inspired me to take a chance and do something totally foreign to the usual high school experience. It made me seek something out for its own worth, not because other people said I needed to do it. Through my senior project I learned about my potential as an artist when I challenge myself.**

**– Senior studying art for her Senior Project**

## General Overview

Each student is assigned to an Advisor with whom the student must meet on a scheduled basis throughout the third and fourth quarters. The Advisor's role is to guide the student through the following meetings and assignments.

### January 30-February 4, 2020 **Introduction to and Overview of Senior Project**

Senior Project Coordinator holds this meeting during a scheduled American Government Class. Seniors not enrolled in American Government will attend this meeting during Lunch and Learn.

- Assignment 1 given: What do I have to do to pass the senior project?

### February 5-10, 2020 **What do I have to do to pass senior project?**

- Meet with Advisor
- Discussion of Assignment 1 – What do I have to do to pass the senior project?
- Expectations clarified where necessary.
- Assignment 2 given: Researching Essential Questions and Mentors

### February 24-27, 2020 **Researching Essential Questions and Mentor Possibilities**

- Meet with Advisor
- Discussion of Assignment 2 – Researching Essential Questions and Mentor
- Talk about plans for finding a Mentor
- Assignment 3 given: Submitting Your Essential Question
- Assignment 4 given: Parental Permission/Release for Participation

### March 5-10, 2020 **Submitting Essential Questions and Developing a Project Proposal**

- Meet with Advisor
- Hand in Assignments 3 and 4: Submitting the Essential Question and Parental Permission
- Discussion of Developing a Project Proposal
- Clarify role and expectations of Mentor.
- Assignment 5 given: Project Proposal
- Assignment 6 given: Mentor Agreement

THIRD QUARTER ENDS FOR SENIORS ON MARCH 13, 2020

### March 17-23, 2020 **Expectations for the Fourth Quarter – Mentor, Reflection, Documentation and Presentation**

Senior Project Coordinator holds this meeting during a scheduled American Government Class. Seniors not enrolled in American Government will attend this meeting during Lunch and Learn. Topics include Project Proposal, Mentor Agreement, reflection, documentation, and presentation.

### March 30-April 2, 2020 **Formalizing Project Proposal and Relationship with Mentor**

- Meet with Advisor
- Hand in Assignments 5 and 6 – Project Proposal and Mentor Agreement
- Discussion of expectations for the experiential phase, including what you will do for your 70 hours, the roles you and your Mentor will play in this experience, and how you feel about this upcoming experience.
- Assignment 7 given: Process of Reflection

### April 16-21, 2020 **Clarifying Expectations for the Experiential Phase**

- Meet with Advisor
- Plan for at least one in-person contact between advisor and student during the experiential phase
- Discuss Assignment 7: Process of Reflection
- Review expectations for documentation and reflection
- Establish time, date, location, resources, expectations for presentation; Review rubrics
- Assignments 8, 9 and 10 given: Reflections, Final Presentation and Mentor Log Sheet

### April 22-27, 2020 **Finalizing Expectations for Experiential Phase and Presentation**

- Meet with Advisor
- Finalize expectations for experiential phase and presentation

FOURTH QUARTER ENDS FOR SENIORS ON MAY 1, 2020; EXPERIENTIAL LEARNING PHASE - MAY 4-22, 2020

### May 26-June 1, 2020 **Final Presentation, Demonstration, or Performance**

- 15-20 minute presentation, followed by 5-10 minutes of questions
- Submit completed Reflections and Mentor Evaluation Form/ Log Sheet to Advisor  
(You cannot graduate without this completed form.)

## **Assignment 1**

### **To be completed in senior project notebook**

#### **What do I have to do to pass the Senior Project?**

Introduction: Any project begins with identifying resources and examining how those resources are organized. Successful projects also envision the end goal of the project. In this assignment, you are asked to make yourself familiar with the Senior Project Handbook and to begin to think about your essential question and Mentor.

Instructions: You will need to set up a senior project notebook. This notebook can be electronic or paper-and-pencil, as per your Advisor's specifications. You will keep all notes, ideas, assignments, documentation of experiences and activities, and reflections in this notebook. You should bring this notebook to each meeting with your Advisor and Mentor. You are responsible for keeping this notebook up to date and organized.

For this first assignment, answer the following questions in your senior project notebook. You should answer these questions by examining the Senior Project Handbook and reflecting on what you would like to learn and experience during Senior Project. This assignment is meant to familiarize you with the process of Senior Project. Bring this notebook and the handbook to your next meeting with your Advisor where you will discuss the steps of the project.

#### Questions:

1. What is the end product of this project? Explain the ways in which Senior Project is about more than giving a presentation.
2. Look at the ten assignments in the handbook. Explain how the assignments guide your process in developing your Senior Project.
3. List the deadline for each of the ten assignments. What are the consequences for not meeting deadlines?
4. Who are the adults inside and outside of school who can guide you in this process? How can they guide you?
5. At this point what do you think your Senior Project will be about? Explain why you are heading in that direction.

Conclusion: You have taken the first step to a successful project.

## **Assignment 2: To be completed in senior project notebook**

### **Researching Essential Questions and Mentors**

Introduction: Now that you have completed assignment 1 consider developing the question that will drive your project. Your goal is to create an essential question to guide you through your experiential phase and to your final product. This assignment is an initial attempt at crafting an essential question. It gives you information about why you are interested in this topic. This task invites you to explore your interest more deeply so that you can uncover what your essential question really is.

Instructions: In your senior project notebook, answer the following questions by completing the research tasks described. Bring this notebook entry to your next meeting with your Advisor where you will continue to discuss the direction of your project.

#### Questions:

1. Reflecting on the answers from the first assignment, what do you already know about your area of interest and what do you want to know about this area of interest? (Remember that topics must be school appropriate.)
2. Locate and read at least two articles addressing your area of interest, giving an annotated bibliographic entry for each. Explain what you learned about your area of interest.
3. Conduct at least one interview with a person outside of the school who knows something about your area of interest. Explain how the interview helped you understand your area of interest.
4. After completing the above, list at least 5 questions that come to mind that would help you satisfy your interest in this area? Below is a list of examples of questions that are derived from an interest in film.
  - A. How does film tell a story?
  - B. What equipment is needed to make a good film?
  - C. How does a director manage the people involved in making a film?
  - D. What jobs are available in the filmmaking industry?
  - E. What is the job of a director?
5. Select one of your questions; revise it and reword it so that it will keep you focused on the rest of your project. Or, combine two or more of these questions into one to keep you focused and help you to think more deeply. This will be your essential question. Below are two examples.
  - A. How can I use my equipment (camera, dollies, arms, computers) to tell a good story?
  - B. How is a director's vision realized in film?
6. Who might be a Mentor who could help you research this essential question?

Conclusion: You have now completed the steps to develop your essential question. Remember that your essential question can be adjusted and revised as you go through the project. Sometimes, experience, new thinking, and research require such revisions. This is what is meant by the recursive nature of this project. Some sample essential questions are available on the Senior Project website.

**Assignment 3**

**Submit completed and signed form to your Advisor**

**Submitting the Essential Question**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

My Essential Question:

\_\_\_\_\_  
\_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

**Assignment 4**

**Submit completed and signed form to your Advisor**

**Parental Permission/Release for Participation**

This completed form is to be signed and returned to the Advisor.

Student Name: \_\_\_\_\_

The undersigned, being the parent or guardian of above student, hereby authorizes this student to attend and participate in the Lower Merion High School Senior Project for the current school year.

It is understood and agreed that transportation for this student to and from the location of the Senior Project site is the responsibility of the student and the parent(s) or guardians). The undersigned acknowledges that there is insurance coverage provided by student, parent, or guardian for student while traveling to and from the location of the Senior Project site and that the amount of this coverage is satisfactory to the undersigned.

In consideration of the training and experience that this student will receive through this program, the undersigned agrees to release and to indemnify, defend and hold harmless, including reasonable attorneys' fees, the Lower Merion School District and its employees and representatives and the employer of Mentor and their employees, agents and representatives from any claims or liability of any kind arising out of this program including, without limitation, injuries to student, or third parties, as a result of action or inaction of student. It is also understood that parents/guardians will have knowledge of the students stated activities during the experiential phase as well as any products and their content that is produced as a result of the Senior Project.

Intending to be legally bound hereby, the undersigned executes this Authorization and Release on the date indicated below.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
(Date)

## Assignment 5

Submit completed and signed form to your Advisor

### Project Proposal

**Introduction:** Now that you have submitted your essential question, you need to outline the proposed activities that will take place during the three weeks of the experiential phase of Senior Project.

**Instructions:** Break down the 70 hours of experience into activities that will help you to explore your essential question. A substantial portion of these hours needs to be spent with your Mentor. You should consult with your Mentor to break down these hours into meaningful chunks. Be specific describing your activities. A tightly crafted proposal is required for your final submission but know that your first draft may look more like the general proposal. Remember: all senior project topics must be school appropriate. Use the following sample as a template for your proposal.

**Essential Question:** Why is baking considered an art?

**General proposal:** 30 hours at the bakery, 20 hours visiting pastry chefs at other bakeries, 10 hours reading about the art of baking, and 10 hours baking.

#### Final proposal:

Week 1	3 hours with Paul (Mentor) at his bakery making croissants  1 hour: Go to library...get books on art of baking that Paul recommended	3 hours with Paul at his bakery baking cookies  5 hours: Paul introduces me to Chef Phillip at Jake's. Shadow for remainder of the day	3 hours with Paul at his bakery baking donuts  1 hour: read about baking	3 hours with Paul at his bakery baking breads  3 hours taking classes at Restaurant School.	3 hours with Paul at his bakery baking cakes  1 hour: read on baking
Week 2	3 hours with Paul at his bakery baking puff pastries  5 hours: Paul introduces me to Chef Camille at local restaurant. Shadow for remainder of day	3 hours shadowing at Jake's  1 hour: read on baking	3 hours with Paul at his bakery baking scones  5 hours with Chef Philip at Jake's	3 hours taking classes at Restaurant School.  1 hour: read on baking	3 hours with Paul at his bakery baking cakes
Week 3	5 hours working with Chef Camille at local restaurant  1 hour: read on baking	3 hours taking classes at Restaurant School.	3 hours taking classes at Restaurant School.	3 Hours: Working with Paul to apply what I learned to my own baking project.	3 Hours: Applying what I learned to my own baking project that I will share at my presentation.

You will bring this initial proposal with you when you meet with your Mentor. This proposal is a way to talk about how you would like to spend your 70 hours. You will rework this proposal with your Mentor so that the project meets both of your needs. This proposal is a working document. It may be adjusted after your discussion or during the experience itself. This is one of the recursive aspects of the Senior Project.

**Assignment 5 CONTINUED**

**Submit completed and signed form to your Advisor**

**Project Proposal**

Student Name: \_\_\_\_\_

Student email: \_\_\_\_\_

Student home phone number: \_\_\_\_\_

Essential question:

\_\_\_\_\_

\_\_\_\_\_

Outline of proposed activities (see the sample final proposal) to answer the essential question during the experiential phase (minimum 70 hours):

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Assignment 6

Submit completed and signed form to your Advisor

### Mentor Agreement

I have read the information about the Lower Merion High School Senior Project. I have met with the student, explored the senior project handbook, and discussed the program. I understand the purpose of the program and will strive to provide experiences for the student to achieve goals that relate to his/her interests. I will have knowledge of the student's activities, final presentation, and any products produced as a result of this experience.

I agree to serve as a Mentor for \_\_\_\_\_ (student name) who has committed to work approximately fourteen (14) days, five (5) hours a day or the equivalent. I also agree to verify the student's hours by signing his/her log sheet.

Mentor Name \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Institution/Business \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Parent signature: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Questions may be directed to:

Eric Lynn, Senior Project Coordinator  
Lower Merion High School  
315 E. Montgomery Avenue  
Ardmore, PA 19003  
lynner@lmsd.org  
610-645-1810

Please return this form to the student. The student will submit it to his/her Advisor.

## **Assignment 7**

### **To be completed in your senior project notebook**

#### **Process of Reflection**

Introduction: In order to learn from an event, you have to go through the process of reflection. An event becomes an experience from which you can learn through the process of reflection. Moving into the experiential phase of the Senior Project, you will find reflection to be a most important habit of mind. To gain the most from your experience you need to observe and record what you think. Learning from that event does not happen until you reflect on it.

#### Instructions:

In your Senior Project notebook, reflect on the process of Senior Project so far. Use the entries and assignments in your senior project notebook as the foundation for this assignment. This notebook contains the on-going documentation from the Senior Project. Now you need to reflect on this documentation. In this vein, select one Senior Project assignment that you consider important. Then answer the following questions about that assignment.

- What makes that assignment important?
- What did you learn from that assignment?
- What aspects of your senior project have changed since you completed that assignment?

#### Conclusion:

This assignment should help prepare you for the regular documentation and reflection required during the Senior Project experiential phase. You will meet with your Advisor to discuss expectations (format, length, etc.) for your documentation and reflection during the experiential phase. You will also set up at least one meeting that will occur during the experiential phase of the Senior Project.

## **Assignment 8**

### **Reflections During the Experiential Phase**

Introduction: Moving into the experiential phase of the project, you will now find the skill of reflection to be a most important tool. In order to gain the most from your experience/placement, you need to observe and record what you think was the most important event of that day. Learning from that event does not happen until you reflect on it.

Instructions: During the experiential phase you will keep a journal about your Senior Project. When you experience a meaningful Senior Project event or activity, it is important that you document what occurred shortly after that time so the memory is fresh in your mind. Later, you will return to that documentation and reflect on it.

At the end of your experience you will have at least fourteen (14) thoughtful reflections that will help you to respond to the eight (8) questions that will frame your presentation:

- 1) Why did you choose your area of interest?
- 2) What was your essential question?
- 3) What skills and knowledge did you acquire?
- 4) What obstacles did you encounter? How did you overcome/get past those situations?
- 5) What were your greatest, most interesting, or exciting successes, important events, or thoughts?
- 6) What did you learn about yourself?
- 7) What conclusions or understandings about your essential question did you reach?
- 8) How did this experience move you into your future? What would you like to do with this area of interest in the future?

You will meet with your Advisor before the experiential phase to establish expectations (format, length, etc.) for these reflections. You must bring these reflections to your presentation.

## Assignment 9

### Final presentation, demonstration, or performance

#### Final Presentation, Demonstration, or Performance

Introduction: It is now time to use your reflections to generate original thoughts and prepare to make a presentation, a demonstration, or a performance in response to your own essential question.

First, you will need to decide if you will make a presentation, demonstration, or performance:

**A Presentation** is a formal speech that engages the audience with good public speaking skills that you have learned during your twelve years of school. Those skills include rhetorical skills (developing your idea clearly and logically, etc.) and presentation skills (eye contact, having your speech internalized, etc.).

**A Demonstration** requires students to demonstrate their knowledge, skills, and strategies by showing how something works, how something is built or created, or how to do something.

**A Performance** requires students to act in the role of some professional capacity.

Singing a song, playing an instrument, performing a skit are all examples of a performance.

Once you have decided which mode you will use, consider what you want to convey to your audience. In a formal presentation, demonstration, or performance, answer the following questions:

- 1) Why did you choose your area of interest?
- 2) What was your essential question?
- 3) What skills and knowledge did you acquire?
- 4) What obstacles did you encounter? How did you overcome/get past those situations?
- 5) What were your greatest, most interesting, or exciting successes, important events, or thoughts?
- 6) What did you learn about yourself?
- 7) What conclusions or understandings about your essential question did you reach?
- 8) How did this experience move you into your future? What would you like to do with this area of interest in the future?

Instructions: Your presentation should demonstrate evidence of rehearsal. Arrive at your location for your final presentation, demonstration, or performance early so that you can prepare any resources that you will use. Do not take up time during the presentation itself to download resources. This is a formal event. Please dress appropriately. You will present before a panel of your Advisor and one other adult, preferably a parent or guardian. You should also invite your Mentor and any other people who might find your presentation interesting. Your panel will give feedback based on your response to the eight guiding presentation questions (listed above), your response to your own essential question, your public speaking skills, and your professional appearance. Your presentation time is 15 minutes. The panel will take 10 minutes to ask questions. If your Advisor deems your presentation unsatisfactory, you must present again. You must make a satisfactory final presentation to pass the project and graduate.

(Remember to bring your Senior Project Notebook with fourteen thoughtful reflections and your signed Mentor Log Sheet to your presentation.)

**Assignment 10**

**Submit completed and signed form to your Advisor**

**Mentor Evaluation Form and Log Sheet**

Student: \_\_\_\_\_

Mentor: \_\_\_\_\_

Week of Monday, May 4 No. of Hours worked during Week #1: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Week of Monday, May 11 No. of Hours worked during Week #2: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Week of Monday, May 18 No. of Hours worked during Week #3: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Total number of hours worked (minimum 70) \_\_\_\_\_

FEEDBACK: Please indicate Satisfactory (S) or Unsatisfactory (U)

1. Was the amount of effort put forth by the student acceptable? \_\_\_\_\_

2. Did the student attend as scheduled? \_\_\_\_\_

3. Was the student cooperative? \_\_\_\_\_

4. Did the student accept responsibility and make decisions? \_\_\_\_\_

5. Did the student demonstrate an appropriate attitude? \_\_\_\_\_

Comments \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

### 3<sup>rd</sup> Quarter Rubric/Evaluation Report

Student must earn a "P" on all steps in order to pass for the third quarter

	<b>P</b>	<b>F</b>
Assignment 1: What do I have to do to pass the Senior Project?	Completes the notebook entry thoughtfully, answering all of the questions thoroughly.	Fails to complete the notebook entry thoughtfully and/or fails to answer all of the questions thoroughly.
Assignment 2: Researching Essential Questions and Considering Mentor Possibilities	Completes the notebook entry thoughtfully, answering all preliminary questions and the driving question of this assignment.	Fails to complete the notebook entry thoughtfully, or fails to answer all preliminary questions or the driving question of this assignment.
Assignment 3: Submitting Essential Questions	Submits a thoughtful essential question	Fails to submit a thoughtful essential question
Assignment 4: Parental Permission Form	Submits a signed parental permission form	Fails to submit a signed parental permission form
Independence and Initiative	Handles appointments and deadlines in a timely and responsible fashion.	Fails to handle appointments and deadlines in a timely and responsible fashion.

## 4<sup>th</sup> Quarter Rubric/Evaluation Report

Student must earn a "P" on all steps in order to pass for the fourth quarter

	P	F
Assignment 5: Project Proposal	Successfully completes and submits a thoughtful/detailed Senior Project Proposal.	Fails to successfully complete and submit a thoughtful/detailed Senior Project Proposal.
Assignment 6: Mentor Agreement	Submits the signed Mentor Agreement form	Fails to submit the signed Mentor Agreement form
Assignment 7: Process of Reflection	Completes the notebook entry thoughtfully, answering all questions in this assignment.	Fails to complete the notebook entry thoughtfully, or fails to answer all questions in this assignment.
Independence and Initiative	Handles appointments and deadlines in a timely and responsible fashion.	Fails to handle appointments and deadlines in a timely and responsible fashion.

## Rubric (ELP/Final)/Evaluation Report

Student must earn a "P" on all steps in order to pass for Final/Presentation

	<b>P</b>	<b>F</b>
Assignment 8: Reflection during experiential phase	Completes and submits fourteen reflective journal entries about Senior Project experiences	Fails to complete or submit fourteen reflective journal entries about Senior Project experiences
Assignment 9: Final Presentation, Demonstration, or Performance	Presentation, demonstration or performance answers the eight guiding questions of Senior Project. Student makes a professional appearance. Student responds to his/her essential question.	Presentation, demonstration or performance does not answer all eight guiding questions of Senior Project. Or student fails to make a professional appearance. Or student fails to respond to his/her own essential question.
Assignment 10: Mentor Evaluation and Log Sheet	Submits completed and signed Mentor Evaluation and Log Sheet with at least 70 hours.	Fails to submit completed and signed Mentor Evaluation and Log Sheet or has fewer than 70 hours.

