

**Rochester Area High School  
2024 - 2025 Senior Project**

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**Senior Project Coordinators**

## **Important Dates**

- Senior Project Proposal, Parent Permission, and Mentor Forms Due – **Friday, September 13th, 2024**

- Senior meetings with Mentors must be independently scheduled and documented:

\*\*At least 5 meetings documented

\*\*Email communication is acceptable with mentor's signature

- Senior Project Portfolio Submission first draft Due- **Friday, February 14th, 2025**

**\*At least 20 of the 40 hours is recommended to be completed by this time, along with the CPR Certification, Resume, and Public Speaking opportunity. NOTE: If completed with your 40 hours prior to this date, then you are EXPECTED to have a draft of your reflection paper in your binder.**

- Senior Project Oral Presentation and Submission of Portfolio Due- **Friday April 11th, 2025**

## **Rochester Area School District Graduation Project Credit**

As per the Rochester Area High School Handbook:

“All students will be required to complete a graduation project with a passing grade to graduate from Rochester Area High School....The students must follow the guidelines set forth by the coordinating teachers and administration in order to meet all the requirements for completing the project.....Senior students cannot walk if they have not met all requirements for graduation...including the successful completion of a Senior Project.”

The different categories (binder, presentation, hours) of the Senior Project must receive a Pass grade. The student must fix errors according to the rubrics provided so that the project meets the requirements. If the student does not **meet all requirements and complete any section of the project by the due date, then he or she will not walk at graduation.**

# **Specific Requirements for Written Documents**

## **Thank you Notes:**

\*Write at least two thank you notes (copies are placed in binder) to anyone involved in helping you with your project (mentor, person in charge at the volunteer site, person you interviewed, etc.)

**Up-to-Date Resume:** Follow templates and guidelines found on Google Classroom, Canva or other applications that offer a resume template.

## **Final Reflection/Process Analysis Paper:**

- 3-4 pages in length
- The paper must discuss the following: everything you did from beginning of project to end, why you chose the project, what you learned, and results/conclusions from your experience. Community service hours will also focus on who benefitted from student work and what students would do differently. Job shadowing/research hours will also focus on student interest in their job shadowing field, including why they would or wouldn't pursue that particular field. Students may also include how they can apply skills and information learned to their future plans.

## **Senior Project Portfolio:**

- **All materials should be placed into a portfolio following the order of documents on the Final Portfolio Checklist**

- If mistakes are found after submission, students must fix errors and return to the coordinator for a passing grade.

\*First check: **Friday, February 14th, 2025**. Students will turn in their binders to the senior project coordinators for the first check. Students with multiple errors or incomplete/missing work will receive correction notes and a letter may be sent home to parents, advising them of student progress. Students should work with their mentors to correct errors and complete all sections.

\*Binder Due Date/Second check: **Friday, April 11th, 2025**. Binders will be collected at presentations and the senior project coordinators will complete the second binder check. A passing senior binder includes the following:

- ✓ All parts of the senior project completed
- ✓ Binder completed with **3** or fewer written errors
- ✓ A passing score on senior presentation

\*Third check: **Wednesday, May 7th, 2025**. If a student needs to make corrections to their binder, they have two weeks to make any corrections and return the binder to a senior project coordinator. Fourth check: If students do not pass their senior project after the third check, students must meet with Mr. Damon to discuss new requirements. Seniors who do

NOT complete their senior project will NOT be permitted to participate in school or extracurricular activities (prom, sports, attendance rewards etc)

- Students may personalize their binder to put an individualized touch on this project
- Written portions should follow MLA guidelines as evidenced on the Written Documents Rubric

### **Presentation Visual Aid:**

- No minimum amount of photos or slides required if using Google Slides/Keynote/PowerPoint/Canva/or another acceptable slide program app.
- Confidentiality is a must - the supervisor at the site must be notified of any photographs taken there
- Be sure any words or phrases do not have grammar or spelling errors
- Visual aid must provide photographic evidence that the student completed the hours required for the project. Display people, duties, locations, preparation, etc. that were a part of the senior project experience.

**Presentation Preparation Guideline:** Use this outline to guide you in preparing for your presentation slides. This outline can help you to write your reflection paper also.

#### **1. Introduction**

- Introduce yourself (hobbies, work, interests):

#### **2. Body (chronologically talk about your project using visual aid)**

- First steps (mentor, choosing project focus, experience in first few weeks:**
  - What you did and why:
- Middle Steps (funny/meaningful/interesting story from your experience, problems you encountered, how mentor was helpful):**
  - What you did and why:
- End Steps (what you learned from experience, job shadowing and volunteering, final preparations):**
  - What you did and why:

#### **3. Conclusion:**

- Why the project was rewarding:**
- If you could do the project again, what would you do differently:**
- How the project helped you decide what you want to do after graduation. What is your plan?**
- Close with impact statement**

**\*\*\*Do not close the presentation with “I’m done.” OR “That’s the end.” After your impact statement, say, “Thank you for your time. I’ll be glad to answer any questions.”**



# **Senior Project Proposal Form**

**Student Name:**

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**Mentor Name:**

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**Job Shadowing/Job Research Proposal:**

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**Community Service Proposal:**

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**Student Signature**

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**Mentor Signature**

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**Senior Project Coordinator Signature**

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## **Senior Project Parent Permission Form**

**Name of Student:** \_\_\_\_\_

**Name of Parent/Guardian:** \_\_\_\_\_

**Phone Number & Email:** \_\_\_\_\_

**I have read and I understand the requirements for the Rochester Area High School Senior Project. I also understand my son/daughter needs to successfully complete ALL parts of the Senior Project in order to graduate. I further realize that the Rochester School District has the right to reject any incomplete, inappropriate, or illegal projects.**

**I approve of my son/daughter's Senior Project which includes:**

- Required five hours of community service in one area.**
- Required five hours of job shadowing/job research.**
- Required 30 additional hours of community service, job shadowing, or both.**

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**Signature of Parent/Guardian & Date**



## **Job Shadow/Community Service Hourly Log**

**Required 5 hours of community service:**

<b>Date</b>	<b>Location &amp; Phone Number</b>	<b>Number of Hours</b>	<b>Signature &amp; phone number of person in charge to be contacted</b>

**Required 5 hours of job shadowing/research:**

<b>Date</b>	<b>Location &amp; Phone Number</b>	<b>Number of Hours</b>	<b>Signature &amp; phone number of person in charge to be contacted</b>




\_\_\_\_\_ **Total Hours**

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

## **Public Speaking Opportunity**

Every senior must participate in a public speaking opportunity that involves him or her speaking in front of a small or large group. This provides preparation for future speaking situations and builds confidence in this skill. When you determine the public speaking experience you are going to participate in, fill out this form. You must record the date of your experience, what time the event took place, the location, a brief explanation, and provide a signature (non-parental) of a supervisor who observed and approved of your speaking performance, confirming that you spoke for at least 5 minutes (required). Below is a list of acceptable public speaking opportunities.

❖ **A.M./P.M. announcements at school for one week**

❖ **Class speech or presentation**

❖ **Team captain announcement at a pep rally**

❖ **Leading a club or team meeting**

❖ **Present your senior project to the School Board**

❖ **Announcements, greeting, or reading at church**

❖ **A part in the play or musical with spoken lines**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Explanation:** \_\_\_\_\_

**I certify that the student spoke for at least 5 minutes during his/her experience.**

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**Signature of Adult Witness & Date**

## General Rubric for Written Documents

	<b>MEETS REQUIREMENTS</b>	<b>INCOMPLETE</b>	<b>Date</b>	<b>Mentor</b>	<b>SPC</b>
<b><i>Format</i></b>	The student adheres to the formatting requirements: 12 Point, Times New Roman. Font, double space, and 1 Inch Margins (top, bottom, left, right).	The student does not meet 1 or more of these formatting requirements.			
<b><i>Conventions</i></b>	The student's writing does not include errors in mechanics and usage and sentence completeness.	The student's writing does have convention errors.			
<b><i>Content</i></b>	The student's writing includes information and details specific to the topic and ideas are fully developed.	The student's writing does not include information and details specific to the topic and ideas are not fully developed.			
<b><i>Style</i></b>	The student's writing includes precise language, effective word choice, and a variety of sentence structures.	The student does not use precise language, effective word choice, and a variety of sentence structures.			
<b><i>Heading</i></b>	The student's written documents all include a heading that follows MLA style and pagination.	The student's written documents do not include an appropriate heading and/or pagination.			

## Presentation Practice Rubric

\*Present your project in front of your mentor or another teacher at least one week before your final presentation.

<i>Categories</i>	<b>Meets Requirements</b>	<b>Incomplete</b>
<b><i>Preparedness</i></b>	Student is completely prepared and has obviously rehearsed.	Student does not seem at all prepared to present.
<b><i>Time-Limit</i></b>	5-10 minutes long	Under 5 or over 10
<b><i>Posture and Eye Contact</i></b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Slouches and/or does not look at people during the presentation.
<b><i>Volume</i></b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume often too soft to be heard by all audience members.
<b><i>Visual Aid</i></b>	Student uses technology/visual aid to validate the project and enhance the oral portion of it.	The student does not use technology/visual aid to validate the project and enhance the oral presentation.

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

**Mentor or Faculty Signature:**

\_\_\_\_\_

# Senior Project Presentation Rubric

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

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1-0</b>	<b>Score</b>
<b>Attire</b>	Business attire & professional	Business attire - slightly less than professional	Casual business attire	Casual attire not appropriate for interview	
<b>Preparedness</b>	Completely prepared and rehearsed	Somewhat prepared and rehearsed	Slightly prepared, lacking in rehearsal	Student not at all prepared to present	
<b>Time Limit</b>	Presentation is between 5-10 minutes long	Presentation is less than 5 min long, but more than 4 minutes and 30 seconds OR more than 10 min long, but less than 10 min and 30 seconds.	Presentation is close to 4 min long or close to 11 min long.	Presentation is 3 minutes or less OR 12 minutes or more.	
<b>Posture &amp; Eye Contact</b>	Stands up straight. Appropriate and consistent eye contact during the entire presentation.	Stands up straight and maintains appropriate eye contact for the majority of the presentation.	Stands up straight and maintains appropriate eye contact for some of the presentation.	Student posture and eye contact are inappropriate for the majority of the presentation.	
<b>Volume</b>	Volume is appropriate and consistent throughout the entire presentation.	Volume is appropriate and consistent throughout the majority of the presentation.	Volume is appropriate and consistent throughout some of the presentation.	Volume is not appropriate and consistent.	
<b>Visual Aid</b>	Visual aid displays effort. Pictures and notes validate the presentation, no grammar or spelling errors.	Visual aid validates and enhances the presentation. Some grammar and/or spelling errors.	Visual aid somewhat validates the presentation. Distracting grammar and/or spelling errors.	Visual aid is incomplete or unrelated to the presentation. Multiple grammar and/or spelling errors.	

**Presentation Time:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_/24

***\*Note: Students must receive an average score of 17 in order to pass the presentation.***

## **Campus Visit and Scholarship Instructions**

### **Students planning to attend college need to complete the following:**

- Students attending ANY post-secondary institution (college, university, two-year program, technical school, art school, etc...) need to complete the campus visit form below for TWO different schools of their choosing.  
\*\*Email verification from the visit will also be permitted.
- The Campus Visit checklist must be signed by an admissions counselor or related employee of the schools visited - students need to turn in TWO of these forms.  
\*\*Email correspondence with an admissions counselor is acceptable.
- Students also need to complete the comparative chart, comparing and contrasting TWO schools visited.
- Additionally, students must provide TWO completed scholarship applications or verification of scholarships offered for their intended school and/or field of study. \*\*One scholarship application can be one offered at Rochester as well.



**Campus Visit 1 Checklist - please check that all activities have been completed**

- Name of School \_\_\_\_\_
- Toured campus \_\_\_\_\_
- Visited a class. Class visited \_\_\_\_\_
- Met a professor \_\_\_\_\_
- Talked with a current student \_\_\_\_\_
- Completed application and discussed financial aid \_\_\_\_\_

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Admissions Counselor/Employee Signature & Date

**Campus Visit 2 Checklist - please check that all activities have been completed**

- Name of School \_\_\_\_\_
- Toured campus \_\_\_\_\_
- Visited a class. Class visited \_\_\_\_\_
- Met a professor \_\_\_\_\_
- Talked with a current student \_\_\_\_\_
- Completed application and discussed financial aid \_\_\_\_\_

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Admissions Counselor/Employee Signature & Date

## School Comparative Chart

Name of School		
Admissions Office Phone Number & Contact Name		
Type of School? (4 year, 2 year, trade/technical)		
Test(s) required (SAT, ACT)		
Admission Application Deadline		
Financial Aid Application Deadline		
Total Annual Expenses		
Amount of Financial Aid Available		

## **Workforce Instructions**

### **Students planning to enter the workforce need to complete the following:**

- Students entering the workforce need to provide the following:
  1. Copies of TWO appropriate job applications, including a cover letter and resume where applicable.
  2. A TWO paragraph explanation for each job detailing the following:
    - Salary and benefits (paragraph 1)
    - Advancement opportunities (paragraph 1)
    - Experience required (paragraph 2)
    - Learning opportunities on the job (paragraph 2)
    - Job stability (paragraph 2)
  3. Students also need to complete the comparative chart, comparing and contrasting the TWO jobs applied for as part of their senior project.

## **Job Comparative Chart**

Name of Employer/Company		
Business Phone Number & Contact Name		
Skills/Training Required		
Salary/Wages/Benefits		
Advancement Opportunity		

## **Armed Forces Instructions**

### **Students planning to enter the military need to complete the following:**

- The Armed Forces checklist must be completed by you and signed by a recruiter that you have spoken with in person.
- Students attending ANY military branch of service (Army, Navy, Marines, Air Force, Coast Guard, National Guard or Reserves) need to complete the military branch form below for TWO different branches or services of their choosing.
- Additionally, students must provide a copy of their ASVAB results and scores.

**Armed Forces Checklist - please check that all activities have been completed**

- Researched the different branches of the Armed Forces \_\_\_\_\_
- Met with a recruiter \_\_\_\_\_
- Talked with a current or past military veteran \_\_\_\_\_
- Completed your ASVAB testing \_\_\_\_\_

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Admissions Counselor/Employee Signature & Date

## **Military Comparative Chart**

Branch or Service		
Recruiter's Office Phone Number & Contact Name		
Type of Commitment (4 year, 6 year, Guard/Reserve)		
ASVAB score needed		
Pay/Salary		
Benefits		
Available Jobs		



## Final Portfolio Checklist

Documents	Student Initials	Mentor Initials	SPC Initials
<b>Title Page:</b>  <b>1-Name</b> <b>2-Senior Project</b> <b>3-Mentor's Name</b> <b>4-Date</b>			
<b>Professional Resume</b>			
<b>Two Professional Letters of Recommendation</b>			
<b>Photocopies of the two Thank You Notes</b>			
<b>Project Proposal Form</b>			
<b>Parent Permission Form</b>			
<b>Mentor Form with Meeting Log</b>			
<b>Volunteer Log: Job Shadowing and Community Service (40 Hours)</b>			
<b>Post Secondary Planning:</b>  <b>1-School Forms</b> <b>2-Military Forms <u>or</u></b> <b>3-Workforce Forms</b>			
<b>Completed CPR Training</b>			
<b>Public Speaking Opportunity</b>			

<b>Final Reflection Paper 3-4 Pages typed</b>			
<b>General Rubric for Written Documents</b>			
<b>Oral Presentation Practice Rubric</b>			
<b>Final Portfolio Checklist</b>			
<b>Professional Appearance of the Portfolio</b>			