

WESTLAKE HIGH SCHOOL

SENIOR EXPERIENCE

Job Shadowing Program



2025 - 2026

STUDENT HANDBOOK

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WESTLAKE HIGH SCHOOL
SENIOR EXPERIENCE PROGRAM (SEP)

A. PROGRAM PHILOSOPHY

The Westlake Senior Experience Program (SEP) is designed to provide students with the opportunity to immerse themselves in the realities of our current global economy and become productive and responsible citizens. It will provide real world experiences that will enable our students to be more competitive college candidates. Students will learn about the dynamic nature of the workplace, the value of work in society, and their personal skills, aptitudes, and abilities for future career decisions. Students will continue to develop leadership skills, problem solving and critical thinking skills, collaboration, and presentation skills, as well as written and oral communication and technological skills. This program offers an opportunity for students to apply their knowledge and skills through independent career exploration while they pursue a particular area of interest.

B. PROGRAM OBJECTIVES

Upon completion of the program, students will be:

- Self-directed, self-reliant, and confident learners.
- Creative thinkers and problem solvers.
- Responsible citizens.
- Effective communicators.
- Collaborative workers.
- Knowledgeable about careers, their own career interests, and possible college majors.

C. PROGRAM OVERVIEW:

- Seniors in good standing, both academically and behaviorally, will select a SEP experience project that will begin no earlier than the first day of the fourth marking period.
- All mandated attendance for senior classes (with exceptions) will end as of the first day of **Quarter 4, Monday, April 13, 2026.**
- The calculation of final averages for these senior courses will be based upon the completion of assigned work and tests up to this calendar date. Adjustments to the SEP start date will be made for any student still enrolled in Regents and AP classes. Students must attend all AP classes, college credit bearing classes, classes that end with a **New York State Regents** and all **Band/Chorus classes** until the Spring Concert. The 30 required hours per week will be prorated for these students.
- The Program Coordinators must approve all SEP opportunities.
- Students will submit to the program coordinator a Statement of Goals and Expectations detailing their Senior Experience plans. Consent from parents will be needed prior to any student leaving school grounds.
- Students will complete a minimum of 30 hours per week inclusive of their WHS staff mentor meeting. Time will be logged by the students daily and presented, reviewed, and approved with their mentors weekly. A formal Daily Journal, outlining student activities, reflections, and learning, will also be kept and discussed with the WHS Mentor. Students must meet with their Mentor weekly for approximately 30 minutes. Failure to meet regularly with your mentor will result in the student being returned to regular classes.
- Students are required to attend their SEP on a regular schedule. Time off from SEPs is only authorized during regular school district vacations. **Personal vacation time will be considered illegal absences and may result in the student being removed from their SEP experience.**
- The overall grade for the SEP will be derived from the following areas: required attendance at Westlake Mentor weekly meetings, completed weekly time sheets, an evaluation by the site supervisor, reflective daily journal writing, meeting of deadlines, and the final presentation.
- The final presentation will be assessed using a well-defined rubric, which is located on the last two pages of this booklet. Presentations will be evaluated by a committee consisting of administrators, teachers, parents, and students.

D. PROGRAM EVALUATION

Program will be evaluated using the following tools:

1. Exit interview with WHS Mentor and Student
2. Student Reflection Form
3. Site Supervisor Evaluation
4. WHS Mentor Evaluation
5. Rubric driven assessment of all student presentations

E. INDEPENDENT STUDY / RESEARCH PAPER OPTIONS MUST HAVE PRIOR APPROVAL

Seniors may opt for an Independent Study program as an alternative to an out of school SEP, only as a last resource, and only with **PRIOR ADMINISTRATIVE APPROVAL**. An Independent Study program is defined as a research paper on a topic of your interest, research into a possible career path, a possible college major, or an online course (MOOCs). Other options and interests may be pursued but must be approved by the Program Coordinators prior to implementation.

The guidelines for the Research Paper are as follows:

- a. Thesis Statement
- b. Background on Topic (What is the controversy? Why is it wrong or right?)
- c. Specific Examples of the situation involving your topic (give specific reasons)
- d. Actions currently being taken to address the issue (specific actions)
- e. The Counter Argument (Why do others disagree with your point of view, the rebuttal)
- f. Effects of the controversy on society (Solutions to the issue)
- g. 5-6 pages in length.
- h. **All Research Papers must be submitted to the WHS Mentor on or before June 5 for grading.**

Here are some areas by department you may wish to explore:

ELA

◇ Character Study:

- One of the most creative topics of all time can be to study a character in depth. There have been exemplary characters in fiction. Studying them might make for an interesting and valuable thesis.
- Examples include Lady Macbeth, Jane Eyre, and Heathcliff and so on.

◇ Author Study:

- Studying authors is always an interesting choice, as most great authors of all time are mere reflections of their lives. Exploring them will help you understand their characters and works better.
- Examples include Franz Kafka, Virginia Woolf, and Sylvia Plath.

◇ Treatment of Character:

- Many authors might render special or unwarranted treatment to their characters. This topic might require you to study many works by the same author.
- Example: Works of Shakespeare in which his treatment for his female characters was misogynistic.

◇ Allusions:

- Most historical and literary works have allusions, which would make for a great thesis. The works of Shakespeare, for example, would be a good choice.

◇ Comparison between two characters:

- You can compare two characters in different novels by the same author. For example, Juliet from Romeo and Juliet and Desdemona from Othello.

◇ Politics

- Many novels and works by authors are often, if not directly, but subtly political. Biographies and case studies make for interesting examples.

◇ Evolution of Author

- You can study how the author and his works evolved and matured over time, which very often reflects in their characters. J.K. Rowling and her Harry Potter novels are an excellent example.

SCIENCE

- Air Pollution
- Environmental Impact of Coal Industry
- Climate Change, Global Warming
- Ocean acidification
- Species extinction
- Coral Bleaching
- Invasive Species
- Renewable Energy
- Water contamination in Flint, Michigan
- Shark finning
- Overpopulation
- Toxins such as DDT, pesticides
- Pandemics like Coronavirus
- Ocean Dumping
- Fracking

SOCIAL STUDIES

- Civil and Human Rights (Gay Rights, Immigration, Legalizing Marijuana, Racism, Women's Rights)
- Politics (Campaign Finance Reform, Kneeling at Sports Events during the anthem, Minorities impact on Politics, Voter Suppression Laws, The Youth Vote, Should an independent run for President, The Bernie Effect)
- Health and Welfare (Food Stamps, Medicaid, Medicare, obesity, Prescription Drug Reform, future of WHO)
- Treaties – (NAFTA, USMCA, future of NATO, Nuclear Proliferation, United Nations)
- Wars and Conflicts (1991 Persian Gulf War, 2001 Afghanistan War, 2003 Iraqi War, Palestinian State, Syria, Korean Peninsula)
- World Events (Hurricane Katrina, Middle East, Haiti Earthquake, Hurricane Sandy, Coronavirus)
- Business and Economy (Corporate Fraud, Debt Ceiling, Dependency on Foreign Oil, the Fed, Inflation, Labor Unions, Minimum Wage, Bailouts)
- Civil and Human Rights (Affirmative Action, Defense of Marriage Act, Don't Ask Don't Tell, Discrimination, Equal Opportunity, Freedom of the Press, the Fake News)
- Government (2nd Amendment)
- Women's Issues (Gender discrimination in the workplace, Equal pay for equal work, single other by choice, power of women voters, qualities of women leaders, breast cancer, working moms vs. stay-at-home moms, rape on the college campus, lack of women in engineering, women and the glass ceiling, portrayal of women in the media)

MATHEMATICS

- How does the NBA work out the basketball schedule? How would you do such a schedule bearing in mind distances between locations of games, home team advantage etc.? Could you devise a good schedule for one of your local competitions?
- What is the fewest number of colors needed to color any map if the rule is that no two countries with a common border can have the same color? Who discovered this? Why is the proof interesting?
- How is garbage collection in the City of New York collected to maximize efficiency and fuel economy?
- Study the golden mean, its appearance in art, architecture, biology, and geometry, and its connection with continued fractions, Fibonacci numbers. What else can you find out? What is the Golden Mean?
- Find as many triangles as you can with integer sides and a simple linear relation between the angles. What about the special case when the triangle is right-angled?
- Find out all you can about the Fibonacci Numbers, 0, 1, 1, 2, 3, 5, 8, ...

- Find out all you can about the Catalan Numbers, 1, 1, 2, 5, 14, 42, ...
- Euclid's Algorithm
- Essential mathematicians in Ancient Greece and their main contributions to math.
- Role of mathematics during the Renaissance Era in Europe.
- What were major accomplishments and applications of mathematics in Ancient Egypt?
- How did mathematics influence Ancient Greek architecture?

MODERN LANGUAGE

- Derivation of English words from Latin and Greek Prefixes and Suffixes.
- Comparison of Spanish and Italian Language. Are there words that mean the same?

YOUR IDEAS

- Propose something on page 11 of this packet.

MOOCs (Massive Open Online Courses)

MOOCs are free online courses available for anyone to enroll. They provide an affordable and flexible way to learn new skills, advance your knowledge in a subject area, and deliver quality educational experiences at scale.

- Interested in learning a computer science course in Java or Python?
- Maybe take an online free nursing course.

Most of these courses have levels from beginner to advanced and are sponsored by universities and colleges around the world. Some of them are short, so it is possible to do more than one course. Be mindful of the start dates as you search through these great opportunities. Below is the link to start searching.

<https://www.mooc-list.com/>

All components of the SEP apply to independent study topics. All calendar dates will be the same and all forms must be completed and submitted at the directed deadlines.

In order for an Independent Study Program to be approved, interested students must submit a full set of weekly 1) objectives/goals and 2) actions intended to achieve these goals. These plans must be signed by both the independent study supervisor and mentor and then submitted to the Program Coordinators for approval. (See *Independent Study Activity Proposal* form in this packet)

Independent Study candidates must commit 30 hours per week toward the completion of the Independent Study by way of:

- Designing and executing an independent study program.
- Meeting with the WHS mentor for a minimum of 30 minutes each week.
- Maintain a weekly timesheet or calendar citing actual on-task independent study time. This catalog of time may be combined with a journal that should be shared/reviewed with the WHS mentor on a weekly basis.
- Develop a 5-6 page research paper.
- The sealed Site Supervisor Evaluation Form and Weekly Timesheet must be provided to the WHS Mentor with your final presentation.

CALENDAR OVERVIEW OF STUDENT RESPONSIBILITIES

September through January:

- Students identify, visit, and apply to potential sites or areas of independent study.
- Students approach WHS faculty and decide upon a mentor.
- Students work on application materials.

Note: Students may not work for compensation. A SEP with a family business requires special approval.

Students must get the authorization from the Program Coordinators (Mr. Brady and Mr. Sharpe) before the SEP can begin.

Priority Deadline: December 19, 2025

Students who meet this deadline will be given priority for their chosen sites; however, the number of students at any one site is usually limited to two.

Students must submit at this time:

- Parent Permission Form
- Statement of Goals and Expectations
- Signed Student SEP Contract
- Medical Emergency Release Form

Deadline: Friday, February 27, 2026

This is the final deadline. Students who do not submit all required paperwork by this date will not be permitted to participate in a SEP.

Students must submit at this time:

- Parent Permission Form
- Statement of Goals and Expectations
- Signed Student SEP Contract
- Medical Emergency Release Form

SEPs must have prior approval from the Program Coordinators (Mr. Brady or Mr. Sharpe).

End of 3rd Marking Period

- WHS Mentors and students meet once or twice to become acquainted.
- WHS Mentors and students discuss meeting arrangements.
- **Students must return all course textbooks, athletic equipment or other school district equipment prior to the start of their SEP.**

(Reminder: 3rd Marking Period is extended for all AP students participating in SEP until after the students last AP Exam)

April 13, 2026 (First day of the fourth marking period) through June 5, 2026

- Students will hold their weekly meetings with WHS Mentors during the SEP weeks. Weekly meetings will provide seniors with further information needed to begin the program.
- The journal format will be set at first meeting with WHS mentor. Refer to the guidelines provided in the handbook.
- The Program Coordinators and WHS Mentors will communicate with the Site Supervisors to confirm SEP expectations.
- One AP class and exam is equivalent to ten of the thirty (2 hours each day) hours required. Commuting time, based on miles traveled and up to 5 hours per week, can be counted toward your SEP time (see time sheet for reference).

Note: 3rd Quarter will be extended for students in AP Classes and report cards will be published with accurate grades following AP administration.

- Students work on their final presentations.
- Site visitations will be scheduled on an unannounced basis. Mr. Brady and Mr. Sharpe will do spot check SEP site inspection.

SENIOR EXPERIENCE PRESENTATION
Monday, June 8, 2026 2:30 – 4:00 P.M.

- Students make their Final Presentations.
- All presentations will be given a Pass or Fail grade.
- Presentations may be evaluated by a panel of students, teachers, administrators, parents, and site supervisors.
- Students must make sure that their presentation has been uploaded and running correctly. If you have linked photo/video to your presentation from a separate file/location you must upload those files to your mtplesd account or flash drive if you are using one.
- **Presentations will be scheduled in 90 MINUTE BLOCKS.** Students will be required to sit in on other student presentations and also present their own. Students scheduled must arrive before 2:30 P.M. to ensure everything is prepared and remain in the room until the end of the final presentation. **You will present plus observe other presentations totaling 90 minutes.**
- All **Research Papers** must be submitted to the WHS Mentor on or before June 5 for grading.

Note: Families, site supervisors, faculty, staff, and other WHS students are invited to attend this evening event to celebrate your work and project. This presentation should serve as both the culmination of your experience and a proud demonstration of who you are as you finish your senior year.

*Students should plan extracurricular activities accordingly.

Guidelines for Journal Entries and Final Presentation

Very often, we have preconceived notions about an experience before we even begin; however, as often happens, things are not always what we expect them to be. This is what makes the SEP experience so valuable: you have an opportunity to think about your expectations before you even begin, and to follow your journey to see where it leads you.

Suggested first journal entries: In any written form (a narrative, a bulleted list, a letter to yourself, etc.), explain what you expect from your SEP. How do you think this experience will benefit the direction you expect your life to take? Be as detailed as possible. The structure doesn't matter; the thought process does. The more detailed this entry is now, the easier the final entry will be.

Suggested daily journal entries: You need to keep a *daily* log not only of your activities, but also on the thoughts and reflections you have while you work each day. The following guidelines will help you focus:

- What tasks were you asked to perform?
- In what ways did these tasks allow you to contribute to the work environment as a whole?
- Did you sense any shift in the way you think about the work environment?
- Write a final reflection on the day – was it a good one? Why? A not so good one? Why?
- What did you learn today?
 - About your work in particular?
 - About yourself?
 - About the workplace in general?
 - Do you enjoy what you are doing?
 - How would you describe the relationship between you and your supervisor?

Final Presentation Pointers:

Presentations should be approximately 15-20 minutes in length. You are encouraged to include pictures, videos, demonstrations, artifacts, etc. to make the presentation interesting.

- For partner presentations students should plan for a 30-minute presentation. Three students presenting one topic should plan for a 45-minute presentation. **All joint or triple presentations must be approved by an Administrator.**
 - Presentations will be scheduled in 90-minute blocks and you must be present for the entire 90 minutes.

Information and reflections from your journal should help you formulate your final presentation. The following questions may serve as a framework for your final presentation. This presentation will be given to a committee of individuals comprised of teachers, administrators, parents, and peers. There will be time for the committee to ask follow-up questions as well. Final presentations should address the following in a substantive way:

- Describe the SEP: Where? What were your responsibilities?
- What did you learn about this particular job?
- What skills did you learn?
- What did you learn about the workplace?
- What did you learn about working with a “boss?”

Your final presentation **MUST** address the following:

“Perception versus Reality”

How did the realities of this SEP differ from your perceptions and expectations at the onset?

- How has this SEP shaped the decisions you will be making in the near future?
- What was the most surprising aspect of your SEP?
- What are you most appreciative of as a result of the SEP?
- What advice would you give to future students who are planning a senior SEP?
- What is the most valuable lesson you will take from this experience?

ADDITIONAL SEP GUIDELINES

- **Textbooks, Athletic Equipment, and Library Books** must be returned prior to the students leaving for their SEP. Items must be returned or paid for before the student can be released to their SEP.
- Education SEP sites must be out of district.
- SEP's with a family business requires special approval.
- 30-minute weekly meetings with your Westlake Mentor.
- The number of students at any one site is usually limited to two.
- Students may not work for compensation.
- Poor grades, behavior or representation at SEP site will result in a recall back to regular school schedule.
- Each student is encouraged to invite a parent/guardian and their site supervisor to view their presentation.
- **You will present plus observe other presentations totaling 90-minutes.**

APPENDIX A

SENIOR EXPERIENCE PROGRAM

PERMISSION FORM

Student's Name: _____

PART 1:

Site Supervisor: _____

Site Supervisor email: _____

Providing SEP Company _____

Site Address: _____

Zip Code: _____

Site Supervisor Business Telephone Number: _____

Site Supervisor: _____
Print Name *Signature*

PART 2: The above-named student will be participating in the SEP Program for the purpose of enhancing his/her educational experience.

Starting Date: _____ **Completion Date:** _____

SIGNATURES: _____ **DATE:** _____
Student Signature: _____

Student Cell Phone Number: _____

Student School Email Address: _____

Student's Personal Email Address: _____

WHS Mentor: _____
Print Name *Signature*

PARENT/GUARDIAN SIGNATURE: _____

PARENT/GUARDIAN NAME (please print): _____

EMERGENCY NUMBER: _____

PARENT/GUARDIAN EMAIL ADDRESS: _____

APPENDIX B

Student SEP Contract

Name: _____

I understand that I am responsible to fulfill the following requirements during my senior experience:

I will devote 30 hours each week to my experience, which includes the following responsibilities:

- Working at my SEP site.
- Meeting with my WHS mentor at least 30 minutes each week.
- Maintain a weekly timesheet, signed by my site supervisor weekly for review and approval. The completed time sheet must be brought to your presentation.
- Communicate with my WHS mentor on a regular basis (this includes responding in a timely fashion to any communication initiated by my mentor).
- Keep a daily journal, which follows the guidelines in the handbook.
- Share my journal with my mentor at weekly meetings.
- Develop a 15-20-minute presentation that follows the guidelines in this handbook.
- Write a thank-you note to my site supervisor.

I also understand that if I do not meet these requirements, I will be required to return to school, resume attendance at all classes, and make up all class work and exams.

Mandatory attendance is required for all AP, Regents, College Credit Courses and Band/Chorus until the Spring Concert. No grades will be awarded for AP courses until the exam date has passed.

List each course and period(s) attended.

Student Signature _____ **Date:** _____

APPENDIX D

WESTLAKE HIGH SCHOOL
SENIOR EXPERIENCE PROGRAM

Medical Emergency Release

Job Shadow/Internship/Externship only

I give permission for the Site Supervisor _____ or his/her staff (name) designee to take my son/daughter to a hospital emergency room for treatment, if necessary, during his/her SEP.

Parent/Guardian Signature: _____

Parent/Guardian Name (Please print): _____

Phone number where you can be reached in case of an emergency: _____

Medical Information

Daily Medication? NO YES EXPLAIN

Uses an inhaler? NO YES

Known allergies? NO YES EXPLAIN

Transportation Plan

Student's Name: _____

SEP Site: _____

Site Address: _____

I give permission for my son/daughter to abide by the following transportation for the duration of the SEP: _____

Parent or Guardian Name (Please Print)

Parent or Guardian Signature

Date

APPENDIX E
Westlake High School
Senior Experience Program

BOCES Students only:

It is the responsibility of the student attending BOCES to let their teacher know about our internship program and you will need their approval to participate full-time in our program.

If you decide to stay with your BOCES program, your hours participating in your WHS Senior Experience will be cut in half to a minimum of 15 hours.

BOCES teachers have been quite helpful in finding a job shadowing experience so please ask your teacher for any contacts they might have already.

According to Principal Michas, students who participate in internships must be approved by BOCES for the following reasons:

- (a) The student must have good attendance,
- (b) The student must return to partake in their technical endorsement examination if applicable and/or senior exit project,
- (c) The student must be up to date with their CTE program assignments,
- (d) If the student is missing assignments, they must have a plan to make up the work while on their home school internship,
- (e) Students can participate in an internship that is not related to their BOCES program.

Name of Senior Experience Participant and BOCES Student: _____

I am in _____ program at BOCES.

I would like to:

- (a) _____ Stay at BOCES and do a minimum of 15 hours for my WHS Internship, or
- (b) _____ Be excused from my BOCES program and participate for a minimum of 30 hours for WHS Internship.

BOCES Teacher Approval: _____

BOCES Guidance Counselor Approval: _____

BOCES Administration Approval: _____

APPENDIX F
Westlake High School
SEP Weekly Timesheet

Name of Student: _____

Name of SEP Site: _____

Name of WHS Mentor: _____

Name of SEP Supervisor: _____

On-Site SEP Hours

Week of	Monday Hours	Tuesday Hours	Wednesday Hours	Thursday Hours	Friday Hours	Total	Site Supervisor Signature
4/13							
4/20							
4/27							
5/04							
5/11							
5/18				HOLIDAY	HOLIDAY		
5/25	HOLIDAY						
6/01							

Week of	*Hours for AP, Regents, Band/Chorus or College Class for Credit	On-Site SEP Hours (from above)	Commute Time (<i>Commute time not to exceed 5 hours per week</i>)	Mentor Meeting, Journaling & Presentation Prep (Cannot exceed 5 hours)	Total (Must meet or exceed 30 hours)	Mentor Signature
4/13						
4/20						
4/27						
5/04						
5/11						
5/18						
5/25						
6/01						

*Each AP, Band/Chorus, College Credit, Regents Class is worth 10 hours for each full week (e.g. 2 classes = Write in "20 hours")
 If an AP test is during the week, it is worth the following:
 Monday = 2hrs, Tuesday = 4hrs, Wednesday = 6hrs. Thursday = 8 hrs, Friday = 10hrs

At the time of presentation, students must submit their signed Time Sheet and signed Site Supervisor Evaluation Form in a sealed envelope which has been signed across the closed seal by the site supervisor.

Site Supervisor Evaluation

Evaluations are used to assess the student's progress and your satisfaction with his/her work. The evaluation will be used to help determine an assessed level for this student. He/she will also turn in a daily log of activities and reflections, and present a final project based on the experience. Thank you for taking the time to help us with this task.

Student's Name _____

Site or Independent Study Supervisor's Name _____

Please indicate your evaluation of each of the following qualities:

Ability to adapt to a variety of tasks	Excellent	Good	Average	Poor
Decision-making, judgments, setting priorities	Excellent	Good	Average	Poor
Perseverance to complete tasks	Excellent	Good	Average	Poor
Reliability and complete dependability	Excellent	Good	Average	Poor
Enthusiasm for the experience	Excellent	Good	Average	Poor
Attention to accuracy and detail	Excellent	Good	Average	Poor
Willingness to ask for and use guidance	Excellent	Good	Average	Poor
Would you invite this student back:	Definitely	Probably	With certain conditions	No

Supervisor's Signature: _____ Date: _____

At the time of presentation, students must submit their signed Timesheet and signed Site Supervisor Evaluation Form in a sealed envelope which has been signed across the closed seal by the Site Supervisor.

APPENDIX H

WESTLAKE HIGH SCHOOL
SEP

SEP / INDEPENDENT STUDY REFLECTION FORM

Student's Name: _____

WHS Mentor: _____

Site Address: _____

Supervisor Name: _____

Dates of Participation: From: _____ To: _____

Please include as much information as you can to answer each question.

1. Did the experience at the site provide you with a variety of experiences?
Provide some examples.

2. Did you feel free to ask questions when you did not understand something? Did the site supervisor explain your responsibilities? Provide at least one example to support your answer.

3. What do you feel was the most valuable part of your SEP?

4. Would you recommend your SEP site or independent study project to another student?
Why or why not?

SENIOR EXPERIENCE PRESENTATION RUBRIC

	MASTERY (MA)	PROFICIENT (PR)	DEVELOPING (DP)	EMERGING (EM)
EVIDENCE	<p>Demonstrates impressive understanding of the skills and content related to the internship</p> <p>All “focus questions” are strongly supported by arguments crafted with specific and accurate information</p> <p>Demonstrates thorough understanding of college/career major(s) connected to the internship</p> <p>Research is clearly evident and used to support understanding</p>	<p>Can describe most of the skills and content related to the internship</p> <p>Some “focus questions” are addressed with good use of accurate information</p> <p>Demonstrates some knowledge of the college/career major(s) connected to the internship</p> <p>Some research is evident but not fully explained or used</p>	<p>Can describe some of the skills and content related to the internship</p> <p>Some “focus questions” are addressed with adequate use of accurate information</p> <p>Demonstrates some knowledge of the college/career major(s) connected to the internship</p> <p>Some research is evident but not fully explained or used</p>	<p>Unable to describe the skills and content related to the internship</p> <p>Focus questions are not addressed or answered</p> <p>No research or understanding of the college/career major(s) connected to the internship is evident</p>
CONNECTIONS	<p>Explicitly and appropriately connects the experiences of the internship to the concepts embedded in the focus questions</p> <p>And specifically applies experiences from the internship to future decisions, goal setting</p> <p>Thoughtful self-reflection is highly evident</p>	<p>Good connections are made between the internship experience and the concepts embedded in the focus questions with minimal application</p> <p>Some self-reflection and application</p>	<p>Some connections are made between the internship experience and the concepts embedded in the focus questions with minimal application to future decisions, goals</p> <p>Minimal self-reflection and application</p>	<p>No connections are made between the internship experience and the concepts from the focus questions</p> <p>No application to future decisions or goals discussed</p> <p>No self-reflection</p>
SIGNIFICANCE	<p>Clearly explains the relevance of the internship to student’s development as a learner</p> <p>And clearly explains the relevance of this internship to future goals and decisions</p>	<p>Explanation of the relevance of the internship, lacks depth and clear connection to student’s personal development</p>	<p>Explanation of the relevance of the internship experience is vague and lacks connection to student’s personal development</p>	<p>No explanation of the relevance of this internship to the student’s growth as a learner is explained or presented</p>
COMMUNICATION	<p>Clearly explains the relevance of the internship to student’s development as a learner</p> <p>And clearly explains the relevance of this internship to future goals and decisions</p>	<p>Presentation demonstrates some organization and preparation</p> <p>Uses some visuals and/or multimedia OR does not make effective use of visuals</p> <p>Student makes some eye contact and connection with committee/audience, reads from note cards or screen and at times inaudible</p> <p>Can answer some questions posed by the committee or can answer questions only with leading or prompting</p>	<p>Presentation demonstrates some organization and preparation</p> <p>Uses few or inappropriate visuals and/or multimedia OR does not make effective use of visuals</p> <p>Student makes little eye contact and struggles to connect with committee/audience, reads from note cards or screen and at times inaudible</p> <p>Struggles to answer questions posed by the committee or can answer questions only with leading or prompting</p>	<p>Presentation is disorganized and/or demonstrates lack of preparation</p> <p>Does not use visuals or multimedia</p> <p>The Student makes no attempt to connect with the committee/audience</p> <p>Reads directly from notes; not audible</p> <p>Cannot answer questions posed by the committee</p>

SENIOR RESEARCH PAPER RUBRIC

	MASTERY (MA)	PROFICIENT (PR)	DEVELOPING (DP)	EMERGING (EM)
THESIS STATEMENT	Thesis statement is clear, focused, challenging and argues a specific point	Thesis statement is clear, focused and argues a specific point	Thesis statement is clear and argues a point	Thesis statement is not clear, focused, nor is a specific point argued
OUTLINE	<p>A highly engaging introduction</p> <p>Topic thoroughly developed throughout with many specific examples to support the thesis</p> <p>Ideas clearly organized with logical and clear transitions</p> <p>Represents sound, thorough research from a variety of sources that supports the thesis (more than five credible, cited sources)</p> <p>An insightful conclusion containing implications and reflections about research</p>	<p>An engaging introduction</p> <p>Topic developed with specific examples to support the thesis</p> <p>Most ideas clearly organized with sensible and clear transitions</p> <p>Represents sound research from a variety of sources that supports the thesis (five credible, cited sources)</p> <p>Clear conclusion containing implications and reflections about research</p>	<p>Solid introduction</p> <p>Topic developed with few specific examples to support the thesis</p> <p>Some evidence of organization with sensible transitions</p> <p>Represents required research from a variety of sources that somewhat supports the thesis (five credible, cited sources)</p> <p>Conclusion tends toward summary</p>	<p>A dull introduction</p> <p>Inadequate or missing supporting paragraphs</p> <p>Little or no organizations; little or no use of transitions</p> <p>Incomplete or irrelevant research or fewer than five sources</p> <p>Conclusion is inadequate or missing</p>
GRAMMAR	<p>Written in formal language (avoids slang completely)</p> <p>Sophisticated and vivid language appropriate to topic</p> <p>Words convey intended message</p> <p>Consistently strong and varied sentence structure</p> <p>Exceptional integration of direct quotes and student analyses</p>	<p>Written predominantly in formal language</p> <p>Language appropriate to topic</p> <p>Most words convey intended message</p> <p>Varied sentence structure</p> <p>Effective integration of direct quotes and student analyses</p>	<p>Written in formal language, but some use of informal language</p> <p>Most language appropriate to topic</p> <p>Many words convey intended message</p> <p>Some varied sentence structure</p> <p>Some integration of direct quotes and student analyses</p>	<p>Paper frequently uses informal language</p> <p>Language is often not appropriate to topic</p> <p>Few words convey intended message</p> <p>Improper or inadequate sentence structure</p> <p>Direct quotes and student analyses</p>
MECHANICS	<p>Superior editing, Rarely makes errors in the following areas:</p> <p>Spelling and Mechanics</p> <p>Correct Usage and Grammar</p>	<p>Careful editing, makes Few errors in the following area:</p> <p>Spelling and Mechanics</p> <p>Correct Usage and Grammar</p>	<p>Adequate editing, Makes Several errors in the following areas, but errors do not impede understanding</p> <p>Spelling and Mechanics</p> <p>Correct Usage and Grammar</p>	<p>Careless editing, makes Frequent errors in the following areas: errors impede understanding</p> <p>Spelling and Mechanics</p> <p>Correct Usage and Grammar</p>
MLA CITINGS	<p>No errors in MLA Guidelines for:</p> <p>No missing components</p> <p>Follows MLA Guidelines</p>	<p>Few errors in MLA Guidelines for:</p> <p>No missing components</p> <p>Follows MLA Guidelines</p>	<p>Several errors in MLA Guidelines for:</p> <p>No missing components</p> <p>Follows MLA Guidelines</p>	<p>Frequent errors in MLA Guidelines for:</p> <p>No missing components</p> <p>Follows MLA Guidelines</p>