

**Central High School**

**A SERVICE LEARNING**

**Senior Project  
Guidebook**

**Class of 2012**

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

**Teacher-advisor** \_\_\_\_\_

# Table of Contents:

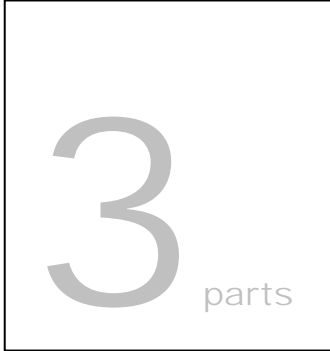
<b>What is a Senior Project?</b> .....	<b>4</b>
<b>Why Senior Project?</b> .....	<b>4</b>
<b>What will My Senior Project Include?</b> .....	<b>5</b>
<b>How are Senior Projects Assessed?</b> .....	<b>5</b>
<b>How do I Begin?</b> .....	<b>6</b>
<b>Questions?</b> .....	<b>6</b>
<b>Choose a Topic</b> .....	<b>7</b>
<b>Choose a Product</b> .....	<b>8</b>
<b>Find a Partner Organization</b> .....	<b>9</b>
<b>Write and Essential Question</b> .....	<b>11</b>
<b>Find a Community-mentor</b> .....	<b>12</b>
<b>Fill Out Your Project Defense Form</b> .....	<b>14</b>
<b>Do Your Research</b> .....	<b>14</b>
<b>Sample Research Summary</b> .....	<b>16</b>
<b>Create a Poster Advertising Your Project</b> .....	<b>18</b>
<b>Complete the Product or Experience</b> .....	<b>19</b>
<b>Write Thank You Letters</b> .....	<b>20</b>
<b>Write the Reflection Paper</b> .....	<b>21</b>
<b>Assemble Your Portfolio</b> .....	<b>23</b>
<b>Prepare Your Presentation</b> .....	<b>24</b>
<b>Presentation Preparation Tips</b> .....	<b>26</b>
<b>Appendix</b> .....	<b>28</b>
<b>Community-mentor Info Letter</b> .....	<b>29</b>
<b>Parent/Guardian Info Letter</b> .....	<b>30</b>
<b>Portfolio Starter Kit</b> .....	<b>31</b>
<b>Senior Project Defense Form</b> .....	<b>32-35</b>
<b>Team Learning Agreement</b> .....	<b>36</b>
<b>Product Hours Log</b> .....	<b>37</b>
<b>Community-mentor Meeting Log</b> .....	<b>38</b>
<b>Request for Letter of Recommendation</b> .....	<b>39, 40</b>

**Scoring Guides**

**Community-mentor Relationship ..... 42**  
**Product or Experience..... 43**  
**Portfolio ..... 44**

©The Central High School Senior Project Guidebook is the property of Central High School and the Central School District. The contents may be used with permission. Please contact Sylvia Warren at 503 838 0480 or [swarren@central.k12.or.us](mailto:swarren@central.k12.or.us) or Prindi Flug, Senior Project Coordinator at [pflug@central.k12.or.us](mailto:pflug@central.k12.or.us). When using portions of this guidebook, please give credit to the Central High School Senior Project Guidebook, Central High School, Independence, Oregon.

# What is a Senior Project?



1. **An original experience or product** involving 15 hours or more of out-of-class time. Your product can be a “real” object or an “experience” or “event.” You must “create” or use an active verb like “educate” or “organize”, and draw from multiple resources to end up with your original product. Lastly, your product must benefit the community or help at least one person. You are required to have a community-mentor – someone from the community who can support you while you complete your product.
2. **A portfolio\*** which is what the state calls a “collection of evidence” that the state standards have been met. This portfolio will contain, among other components, certifying paperwork, research connected to your project, your resume you’re your senior project listed on it a reflection paper and scoring guides. Portfolio requirements are contained in this guidebook.
3. **A formal presentation\*** where you have the opportunity to explain what you did, what you learned and what it means to your future, to a panel of community members and teachers.

***\*Portfolio Content Requirements as well as Presentation Guidelines and Instructions are included in this guidebook.***

## Why Senior Project?

The Senior Project offers students the opportunity to meet the 2007 Career Related Learning Standards for high school graduates as defined by the Oregon Department of Education. The Senior Project is designed to be an “Extended Application” of the knowledge and skills you have acquired through your years of education. In other words, you get to apply what you know and can do, to a project, issue or problem in your community.

**Your project will allow you to demonstrate your ability to show competence in the following Career Related Learning areas:**

- ◆ **Personal Management**
- ◆ **Problem Solving**
- ◆ **Communication**
- ◆ **Teamwork Work**
- ◆ **Employment Foundations**
- ◆ **Career Development**

**Your project should also have the following components:**

- ◆ **Rigor:** *(Is the project challenging, did you have to learn something in order to complete it?)*
- ◆ **Relevance** *(Does it relate to you, personally, and to your future?)*
- ◆ **Benefit to others** *(Who did it help?)*
- ◆ **Quality** *(Does your work reflect “real world” or professional standards and is the project actually useful or beneficial?)*

The Senior Project is also designed to get you to think about, or to continue your thinking about your goals and plans after high school. The skills and knowledge you have (and use in conjunction with your project) should be an indicator of your direction or the “Next Steps” you will take as you leave Central.

## How are Senior Projects graded?

**Using the scoring guides at the back of this guidebook, you will be rated on:**

- ◆ **Your product or experience** *(Scored by your community-mentor or another responsible adult who has a clear knowledge or understanding of your product or experience)*
- ◆ **Your relationship with your community-mentor** *(Scored by your community-mentor)*
- ◆ **Your portfolio** *(Scored by your teacher-advisor)*
- ◆ **Your formal presentation** *(Scored by a panel of teachers and/or community members)*

***All of the scoring guides are in the back of the guidebook.  
Read them to find out how you will be scored!!***

## How do I begin?

This guidebook and your teacher-advisor are your first resources. **Read the guidebook information carefully.** The following steps are not in a fixed order but you will need to do them all to complete your project:

1. Select a topic
2. Connect with a community partner organization
3. Decide on a product
4. Write an essential question
5. Fill out your Senior Project Defense form and present your idea teacher-advisor and one other teacher for approval.

**Remember:**

- ◆ Don't procrastinate
- ◆ Be creative
- ◆ Believe in yourself

- ◆ Use the skills you have
- ◆ Gain new skills
- ◆ Manage your time
- ◆ Take responsibility for your project and your learning

## Questions?

If you have questions, contact the Senior Project coordinator, Mrs. Flug.  
Phone 503 606 2533, Email: [pflug@central.k12.or.us](mailto:pflug@central.k12.or.us).

# First Steps - A Topic, a Product, a Partner and an Essential Question

## Choose a Topic:

The first step in your Senior Project is to select a topic. Start this step by brainstorming. Your senior project should be driven by a career plan or a strong career interest, a skill you have or a strong interest area. There are several ways to arrive at a topic and you need to use the one that works for you.

### Identify a possible career

Maybe you really know what you want to do for a first career or you're fairly certain it will be one of a couple of choices you have in mind. You might know that you want to be a teacher or definitely do something that has to do with airplanes or one of a thousand other career paths. If you are one of those fortunate people, list your possible future career(s) below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Identify a skill or area of expertise

Is there something you are especially good at? You can center your senior project on a skill that you can use to benefit someone in your community. List five skills or areas of expertise:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Identify a passion, an interest or a cause.

What do you really enjoy doing? What are you really good at? Maybe your career will not center on this interest but your senior project could be designed around educating, advocating or entertaining a group of people. What hobbies do you pursue? Where do you spend time surfing on the Internet? You will use skills on this project that will transfer to your future career.

List up to five passions; things you really enjoy, or in which you are kind of an expert.

Interests/Passions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Identify a cause.**

Think about something in the world that really bothers you. What makes you mad? What do you think about people throwing trash everywhere? What about crack babies? Are there situations in your world or the world beyond that you would like to change? List up to five problems that you think someone should tackle or causes that you could get behind.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Chose or design your product or experience

**What will you DO?**

Your product will be a blending of a topic and your knowledge, skills and abilities

- ◆ **A Product or Experience** is something that you create, design or engineer, that can be seen, held, tasted, heard or smelled.
- ◆ Your product or experience must be directly related to your **topic** and the result of an active verb.
- ◆ Here are some examples of "**ACTIVE**" verbs

- |          |            |
|----------|------------|
| Plan     | Entertain  |
| Organize | Inspire    |
| Create   | Serve      |
| Coach    | Coordinate |
| Manage   | Teach      |
| Advocate | Facilitate |
| Design   |            |

Just showing up and following directions does not constitute a Senior Project.

- ◆ You are required to spend and document at minimum of **fifteen hours** of time on your **Product or Experience.**
- ◆ Your product or experience must benefit the community or help someone. It must: also
  - ◆ Be of real interest and meaning to you (Relevance)
  - ◆ Push you into areas of challenge, beyond your comfort zone (Rigor)
  - ◆ Benefit others (Service)
  - ◆ Allow you to show your ability to meet the following State of Oregon Career Related Learning Standards:
    - Manage your time and resources effectively and successfully
    - Solve problems
    - Communicate effectively
    - Work with
    - Learn about skills used in the workplace
    - Make connections between the knowledge and skills you have and a future career.

**Just showing up somewhere and following directions does not constitute a Senior Project** - that is volunteering. Volunteering is an excellent way to do research, to scope out an environment to determine needs and gather information. If you do volunteer somewhere, get a good idea of what is going on and ask what the needs there are, that you might fill. Look for a way to actively use your skills to identify and solve a problem within that environment.

## Find a Partner Organization

Most likely you will need to work with a partner to who will provide you the site, audience or opportunity to do you senior project. Over the years, seniors have created partnerships with a variety of community organizations. Sometimes previous experience or connection to one of these organizations can be the genesis of a product for a project. Some of the community partners, who have worked with seniors in the past, are listed below:

Polk Fire District  
 Independence Elementary School  
 Monmouth Elementary School  
 Evergreen Rehab Center  
 Partners in Community Living (PLC)  
 Ron Wilson Home  
 Sable House  
 City of Monmouth  
 Susan B. Komen Breast Cancer Research  
 St. Jude Children's Research Hospital  
 Talmadge Health Fair  
 Local churches or fraternal organizations

Prime Time  
 YMCA  
 Heron Pointe  
 Talmadge  
 City of Independence  
 Ella Curran Food Bank  
 Teen Maze  
 Pentacle Theater  
 Locks of Love  
 Doernbecher  
 Heritage Museum

One strategy is to approach a potential partner organization and find out what needs they have. You can often match your skills and/or interests with the need and create a product for your Senior Project.

Use the table below to generate senior project ideas. List skills and interests down the left hand side of the table. Brainstorm organizations which you are connected to or have an interest in and write them across the top. Place an X in any intersecting square and think about what kind of project might intersect the two.

List skills interests and passions ↓	List any organizations in which you have an interest or connection →	Independence Elementary	Heritage Museum	Monmouth Public Library					
PowerPoint									
Dental Hygiene									
Soccer									

**NOTE: Senior Projects are an individual requirement. In order to work with another person you MUST have approval from an administrator OR Mrs. Flug.**

Write an Essential Question that defines your Product. Start with a general question and then define each part.

*What career are you interested in? How can you connect your interest in this career with a product or experience that benefits the community or helps someone?*

For Central High School's Senior Project, each student will answer the Essential Question "How can I use my **career direction, interest or passion, or skills and abilities** to create a product or experience that benefits the community or helps someone?"

*What are some of your hobbies and interests? How can you create a product or experience related to one of those interests that benefits the community or helps someone?*

*What do you know how to do? What can you do well? What are your skills? How can you use your skills and abilities to create a product or experience that benefits the community or helps someone?*

Essential questions are questions that require you to **plan a course of action**. **Your Essential Question is the question that is answered by your Product**. Everyone will begin with the basic Essential Question, "How can I use my career direction, skills or abilities, or a strong area of interest to create a product or experience that benefits the community or helps someone?" **It is your job to narrow down and define the general question for yourself**. Define the motivation (interest, skill or career direction), define the product (WHAT you will do) and define the audience or benefactor (WHO will benefit.)

The resulting question will guide you as you create your product and serve to keep you on track. Begin your refined question with "How can I use my interest in...?" or "How can I use my skill in....?" If you are focusing on a career, a sample Essential Question might be, "How can I use my interest in becoming a firefighter to educate elementary students about fire safety?" If you are utilizing a skill you might ask, "How can I use my web design skills to create a new website for the Heritage Museum?" If your topic is skateboarding you might ask the question, "How can I use my skill and interest in skateboarding to benefit the community

and then refine it into, “How can I use my skill and interest in skateboarding to create an enrichment activity for students at Prime Time?”

You can begin with an essential question to create the idea for your product. If you have a product in mind, creating the question can keep you focused on that product. Either way, Essential Questions:

- ◆ Cannot be answered by opening an encyclopedia.
- ◆ Help you develop the ability to think critically, problem solve and understand complex systems. *(These skills are the skills that you will need to succeed in the world of work. They are among the ones that employers want their employees to have. These skills will enable you to succeed at higher paying jobs and careers.)*

## Find a Community-mentor

Your community-mentor must fill out a Volunteer Application Form with criminal background check (unless already a Central School District Employee.) Volunteer Forms are available from your teacher-advisor or in the Vice Principal's office.

You will need to create a community-mentor relationship with someone in the community who can help, advise or give you feedback on your project. Your community-mentor should be a person who is an expert on some aspect of your project. **Your community-mentor may not be a teacher from Central, an immediate family member or someone under 23.** (Limited special requests outside these guidelines **MUST** be approved by an administrator.) Your community-mentor should be someone with whom you can work on a professional level. He/she may live in your community, or in some cases, be someone who lives a distance away. **Unless your community-mentor is employed by the school district or a community organization, he/she will need to register as a volunteer with the district which includes a criminal background check.**

Get a district volunteer form from your teacher-advisor or from the Vice Principal's office.

Your meetings with your community-mentor must be **regular and adequate** for you to pass your project. Look at the Community-mentor Scoring guide to get a clear idea of what constitutes a “Meets” or “Exceeds” for the community-mentor relationship. He/she must also be able to give you feedback on your product and in the end, be able to score your product using the **Product Scoring Guide**. If your community-mentor is out of the area, you must be able to overcome distance barriers by using a fax, the internet, email or other means of correspondence. Also, note that even though you have one official community-mentor you may have more than one person (informal community-mentor) who gives you crucial help.

You may already know who your community-mentor will be, but if you don't, here are a few suggestions about how to find one:

- ◆ Ask your parents if they know anyone who is an expert in your topic area.

- ◆ Look for a community-mentor within your partner organization.
- ◆ Ask an expert (who, for whatever reason, isn't able to be your community-mentor) for any suggestions for good community-mentors.
- ◆ Ask your teacher-advisor or the staff at CHS if they know someone who is an expert on your topic.
- ◆ Ask your peers. Often, other students know adults who would qualify as experts in your topic area.

When you call a possible community-mentor-to-be, it's important to be clear about the reason for your phone call and to be polite. You may have to explain the Senior Project and give them some idea of what you want to do in order for them to have enough information to decide about whether they can or want to participate. Below is a suggested script to use. When making a contact phone call, if you know the person's name, ask for him or her. If not, ask who would be appropriate to speak to regarding getting information about the company or the topic you are interested in.

When you ask, a person may or may or may not agree to serve as your community-mentor but be sure to thank him/her regardless! You may have to contact several people before you find the right person.

**When you have found a community-mentor:**

1. Give him/her the community-mentor letter (Appendix) to help explain the responsibilities of a community-mentor.
2. Have your community-mentor fill out and sign the Central School District Volunteer Form (Appendix) and return the volunteer form to your teacher-advisor or Mrs. Heinz Muller in the vice principal's office.
3. Have your community-mentor sign the Team Learning Agreement – the same one your parent signs (in the Senior Project Portfolio Starter Kit) which will be checked off by your teacher-teacher-advisor and go into your Senior Project Portfolio.

**Talk over your ideas with your parents/guardians.**

1. Give them the Parent/Guardian Info Letter, also found in the Appendix, to help them better understand the Senior Project, and get their feedback.
2. Have a parent or guardian sign the Team Learning Agreement (the same page your community-mentor signs), check it off with your Teacher-advisor and place in your Senior Project Portfolio.

## Next Step

### Fill in your Project/Product Defense Form.

The Defense Form is designed to be a **gateway document** to ensure that you do not pursue a product that is sub-par, not enabling you to meet the Career Related Learning Standards. Once your plan is set, you will have to “defend” or explain your project idea to your teacher-advisor and one other teacher. In this step you clearly identify your project **and product, partner organization, dates and describe how your product will allow you to fulfill the Career-related Learning Standards. You MUST have the Defense Form approved by your teacher-advisor and one other teacher (two signatures) in order to proceed with your project.**

*The Defense Form is located in the Appendix in the Portfolio Starter Kit.*

## Next Step

### Do your research: Become an expert.

The research part of your Senior Project is where you locate and collect information, pictures, charts and other evidence of learning that will help you develop and complete the product/experience. It is your chance to extend your understanding and learning around your senior project topic. It is your opportunity to demonstrate your ability to locate, understand, summarize and use information. You may use relevant information from the web, magazines or books. **You will be required to turn in summaries of FIVE relevant sources as part of your portfolio.**

In addition to print information, another excellent source of information is conducting interviews. Each time you interview an expert or a community member, document that interview by:

- ◆ Writing the questions before the interview
- ◆ Recording the answers from your source.
- ◆ Typing the interview questions and answers up and
- ◆ Filing in your portfolio.

You may also use a job shadow as a research source to summarize.

#### **The minimum requirement for “showing” your research, is as follows:**

- ◆ **Five, relevant articles or “sources”.** This information must be in printed form (copies are fine) and may be off the Internet, or from encyclopedias, newspaper articles, books, interviews or any other reliable source. Each article must be at least one page.
- ◆ Each article must have a minimum **200-word, three paragraph summary:**

1. **In Paragraph 1 give basic information;** identify the title, the author, website or interviewee. If you are using a web source, **explain the purpose and audience of the website and/or article.**
2. **In Paragraph 2** summarize the main points of the information in your own words – no cutting and pasting!
3. **In Paragraph 3** reflect on the article, describe how the information is helpful, relates to or impacts your Senior Project or your future career plans.

As you are reviewing and summarizing the article, **refer to it and the author** in your summary to avoid plagiarism.

## Summary of the Research Requirements

### Five sources, either print or student generated (interview or job shadow)

- ◆ **For print sources, you must include a:**
  - ◆ copy of the information
  - ◆ 200 word, three-paragraph summary relating the article or portion of article to your project.
- ◆ **For student generated sources, (like an interview or job shadow) you must include:**
  - ◆ the Senior Project Job Shadow Packet **or** a list of questions asked in the interview along with answers given by person interviewed.
  - ◆ a 200 word, three-paragraph summary relating the interview or shadow to your project.
- ◆ **All research sources must:**
  - ◆ be titled with the research source number (# 1,2, 3, 4, or 5)
  - ◆ contain the student's name, and date
  - ◆ be titled
  - ◆ be typed using 12 point font
  - ◆ be double spaced
  - ◆ have a minimum of 200 words
  - ◆ contain three paragraphs

### **Sample of Research Format:**

***PAY ATTENTION TO, AND FOLLOW THE FORMAT!***

1. Each summary has 3 paragraphs.
2. Summary stapled to **FRONT** of article

	Your name
	Summary #
	Date
	(Period)
Title of research or interview	
Paragraph 1: Introduce article, author, website or person interviewed. Identify purpose and audience of the article or website.	
Paragraph 2: <b>Summarize</b> information in article (or questions in interview) in your own words. Do <b>NOT</b> cut and paste!	
Paragraph 3: Relate research or interview to topic or product. Why was it important? What did you learn or how did it help you?	
<i>Total: 200words or more.</i>	
<b>(Staple copy of article, interview to <u>BACK</u> of your summary.)</b>	

3. Place 5 summaries in portfolio.
4. Keep copies of summaries in your school account on the server or on a flash drive.

**Collect and organize your research,** (and all documents and other information that you use in the process of doing your project), **in your portfolio.**

**SAMPLE  
SUMMARY**

**Required  
format**

→ Joe Student  
Summary #1  
10/30/08  
(Period #)

**200 word minimum, three basic paragraphs, double-spaced, 12 point.**

**I. (INTRODUCTION OF ARTICLE OR SOURCE)**

**Another Accessible Playground**

I found an article entitled “Accessible Playground in the Works.” (Include URL here). It was written by Jamon Smith, a staff writer for the Tuscaloosa News.com, an online version of the same newspaper. I wanted to learn more about a project similar to the Independence Universal Playground.

**II. (SUMMARY OF ARTICLE: make a general statement about the scope of the article, followed by details or examples. Notice the bolded phrases where the writer refers to the author or the article.)**

**The article was basically an overview describing the plan to build a universal park in Alabama.** **The author began** by describing the plan to build a fully accessible playground by the United Cerebral Palsy Group of West Alabama. **The author discussed** the need for such a playground to serve disabled children who normally do not have the opportunity to play in any playgrounds, including parks that are considered “accessible”. **He noted** that ramps do not necessarily make a playground accessible to children with disabilities. **The writer also described** some of the qualities that will be designed into the playground such as special ground surfaces, specially designed swings, therapeutic sandboxes and a climbing center suited for children in wheelchairs. **Lastly he discussed** funding for the playground. It will cost \$398,000 which will be raised through donations, pledges and donated construction services.

**III. (REFLECTION, OPINION, CONNECTION TO PROJECT)**

This was an excellent article for me to read because it let me see that other communities are seeking the same kind of park. It made me realize that there is a universal need for disabled children to be able to play. The article excited me about my contribution to the present community endeavor of building a universal playground at Independence Riverview Park. I will be creating a PowerPoint that Sharon Rolfing, the director of the project, can take to potential donors to convince them that IUP is a worthy project to support.

## Next Step

### Create a poster advertising your project.

All seniors are required to design and produce a poster which will be used to advertise your project and displayed at your presentation. Using a piece of poster board or tag board and the media of your choice such as markers, paint, construction paper, photographs, create a poster that announces what you are doing for your project. Be creative, inventive. Your poster must contain these four items:

1. Your topic
2. A clear description of your product (Start your description with and active verb that really defines your action with the project. If your product has a specific audience, state whom.)
3. A related picture or graphic
4. Your name (in at least 60 point and on the front of your poster)



#### TIPS:

1. Make sure each element of your poster is large enough to be seen and read easily.
2. The words of the description of your product should be at least 60 point font.
3. Place the elements of your poster carefully. Position the different parts in place **BEFORE** gluing. Leave an implied border of white space instead of shoving pictures and text to the outer corners.

Be creative and inventive. Your poster represents you and your project and you will bring it to your presentation to show the panel. Poorly done posters will be returned for a redo.

## Next Step

### Complete the Product/Experience

Make sure you have a viable plan and execute it. Do not assume anything. Double check details. Communication is crucial. Make sure that everyone involved has the necessary and accurate information. You will most likely have to make adjustments and do some last minute problem solving, but that is normal and is how things work in real life. If your initial plan is carefully crafted, last minute problems that may arise will be easier to solve.

Remember, if possible, to document the process of completing your product or experience. You will be able to use these in your presentation.

#### **Product Hours Log:**

Once your topic is chosen, your Project Defense is completed, your poster is made and your research is done, you are ready to complete the actual product. You will need to coordinate, produce, plan, and organize all the elements needed for your particular activity or product. **You must document the time you spent on the actual product**, (that is the preparation and execution of that part of the project that people actually see hear touch, etc.) Sometimes that can be the research you do, but not always. Anything critical to completion of your product it may be logged. **YOU NEED 15 HOURS ON YOUR PRODUCT.** Document the time spent on your product using the **Product Hours Log (in the Portfolio Starter Kit) which must be included in your portfolio.** You may record meeting time; time spent constructing, planning, organizing and executing. Again, any research directly connected to the execution of your product may also be included.

#### **Community-mentor Meeting Log**

You must also document your meeting time with your community-mentor. **There is NO required number of hours that you must meet with your community-mentor.** You will be rated on **adequate and regular** contact, and how **professionally** you handle those meetings. Use the **Community-mentor Meeting Log (in the Portfolio Starter Kit)** to record the meetings, phone conversations or email exchanges you have with your community-mentor. Be sure to have your community-mentor rate and initial each face to face meeting.

**Both of the logs are required parts of your portfolio.**

## Next Step

# Write Thank You Letters

When finished with your product, write thank you letters to all of the key people who helped you. **Only copies of letters you write to your Community-mentor and Teacher-advisor are required for your portfolio.** Adapt the letter below to fit your needs.

## Sample Senior Project Thank You Letter

Your address here → 7475 S.W. Nichols Street  
Monmouth, Oregon 97361

Current date → May 9, 2012

Name and address of Community-mentor/Teacher-advisor → Ms. Tia Jones  
Personnel Director  
Northwest Supply Company  
Portland, Oregon 97070

Salutation → Dear Ms. Jones:

Body → Three short paragraphs work well. In the first you might make a general statement about your senior project and thank them for the time they gave you.  
  
The second paragraph might mention a specific part of the project that you are proud of.  
  
The last paragraph might mention the future and how your project connects or include a general reflection about the project. You might reiterate your thanks for your community-mentor/teacher-advisor's help.

Closing → Sincerely,

Your signature → *(You sign here)*

Your typed name → Peter Panther

**You may choose to send a handwritten card to those people you need to thank. Make a copy of each note to include in your portfolio.**

## Next Step

Write The Reflection Paper: what you did and its relevance and meaning to you.

**Your paper is the written story of your senior project. Here is a suggested outline for your Senior Project Reflection Paper.**

*(This outline may also be used for your Presentation, which is the oral story of your Senior Project.)*

### **I. Introduction:**

- A. State your essential question
- B. How you got interested/chose your topic.
- C. How you decided on your product.
- D. Who you chose to be your community-mentor and why you chose them. How are (were) they qualified to give you meaningful feedback.

### **II. What you did, and the process:**

- A. What you did for your product or experience.
- B. The steps in completing the product.
- C. Specific skills you used in completing your product.
  1. Identify where you learned or received some of those skills.

### **III. Reflect on career related learning:**

- A. **Personal Management:** Give an example of how you showed appropriate work ethic and behaviors in school and in the community in relationship to your project, including examples of how you:
  - **Identified tasks** that needed to be done
  - **Planned and organized** and completed tasks on time and meeting standards of quality.
  - **Took responsibility** for decisions and actions and anticipated consequences of your actions, involving your project.
  - **Maintained regular attendance** especially meetings with community-mentor or teacher-advisor.
- B. **Problem Solving:** Give an example of how you:
  - Accurately identified problems
  - Located information that led to solutions
  - Evaluated alternative solutions
  - Selected a solution or course of action
  - Carried out the plan to solve a problem
  - Assessed the results
- C. **Communication:** Give an example of how you:

- Used different (traditional and technological) methods to locate and convey information
- Had to listen carefully in a particular situation and summarize key ideas
- Gave or received feedback in a positive way
- Communicated clearly, accurately and/or appropriately to other students and/or adults

D. **Teamwork:** Give an example of how you:

- Identified and fulfilled roles on a team
- Worked productively with others (negotiated, compromised, shared decision making, set goals, managed conflict)

**IV. Describe any other learning:**

- About the topic
- About your community
- About yourself

**V. Other reflection**

- What you would have done differently to improve your product or your experience.
- Questions you might still have or something else you would still like to do as a result of doing the project.

**VI. Connect your learning to your future**

- State how your project connects to your career direction, (or not)
- Discuss how transferable skills you gained from this project will benefit you will in continuing your education or in the workplace in a future career.

**VI. Conclusion:** What will you take with you - what will you leave?

- Reflect on the Senior Project as a whole experience and sum it up. Leave the reader (or listener) with a parting thought or use a quote to describe your experience. Leave them with a last image or a moment that will stay with you or that you will look back on when you think about your senior project.

*Be sure to include as many details, examples and "anecdotes" (stories) as you can, to describe your experience. Your essay should be titled, typed, 12 point, double spaced. Minimum 500 words.*

**NOTE: This outline can be converted into a PowerPoint that will lead you through your Senior Project presentation.**

## Second-to-the-last Step

### Assemble your Portfolio

You will be handing in a portfolio or binder of your accomplishments. Purchase a one inch binder as a portfolio to hold all the paperwork connected to your senior project. Pay close attention to the following Portfolio Contents (use the same order as the checklist) and check them off as you add each piece. If you have questions, ask your teacher-advisor. Refer to the Portfolio Scoring Guide to view the standards that will be used to grade the portfolio. This is the record or collection of evidence of your Senior Project.

### Check Off the Portfolio Content Requirements (in this order!)

Y    N

- \_\_\_ \_\_\_ **Project cover page with name, project title, 2012** *(on the front of the portfolio)*
- \_\_\_ \_\_\_ **Title page with name, project title, teacher-advisor**
- \_\_\_ \_\_\_ **List of Contents (no page numbers required)**
- \_\_\_ \_\_\_ **Essential Question** *(Written on a single page)*
- \_\_\_ \_\_\_ **Acknowledgements** *(Thank those who helped you complete the project)*
- \_\_\_ \_\_\_ **Project Proposal Defense Form**
- \_\_\_ \_\_\_ **Signed Team Learning Agreement**
- \_\_\_ \_\_\_ **Senior Project Hours Log**
- \_\_\_ \_\_\_ **Community-mentor Meeting Log**
- \_\_\_ \_\_\_ **Current resume with senior project included**
- \_\_\_ \_\_\_ **One Letter of Recommendation** *(from a community member or a CHS staff member)*
- \_\_\_ \_\_\_ **Senior Project Research** *(Copies of 5 required research reviews or research paper)*
- \_\_\_ \_\_\_ **Any other documents that you created or used for your Senior Project** *(optional)*
- \_\_\_ \_\_\_ **Copies of thank you letters to community-mentor and teacher-advisor.**
- \_\_\_ \_\_\_ **Reflective Essay**
- \_\_\_ \_\_\_ **One Product Scoring Guide scored by community-mentor**
- \_\_\_ \_\_\_ **Community-mentor Relationship Scoring Guide**

**Once you have everything in order, have your Teacher-advisor score the Portfolio Scoring Guide which is the last page of this packet.**

## Last Step

Prepare your Presentation: show and tell what you did and its relevance and meaning to you.

**Note: Your Product and Portfolio MUST BE COMPLETED in order to present.**

**You must bring your Advertising Poster and Portfolio to the Presentation.**

After your Product and your Portfolio are completed, the next step will be for you to do a **formal presentation** of what you did and its connection to your future.

**The presentation must meet the following requirements:**

- ◆ **Be 8-12 minutes long.** (Plus or minus one minute. Too short or too long may result in a “Needs Further Work”.)
- ◆ **Be presented formally.** Dress like you would dress for a job interview
- ◆ Include “**visual documentation**”. A PowerPoint, video, poster or display board which, through pictures, **DOCUMENTS** your product and confirms and shows what you did.

**Use this or a similar outline for the PowerPoint:**

### **I. Introduction:**

- A. State your essential question
- B. How you got interested/chose your topic.
- C. How you decided on your product.
- D. Who you chose to be your community-mentor and why you chose them. How they are (were) qualified to give you meaningful feedback.

### **II. What you did and the process: (be sure you clearly tell the panel exactly what you did and give details – describe the product clearly – dates, places, times, etc.)**

- A. What you did for your product or experience.
- B. The steps in completing the product.

### **III. Career related learning:**

**A. Personal Management:** Give an example of how you showed appropriate work ethic and behaviors in school and in the community in relationship to your project, including examples of how you:

- ◆ Identified tasks that needed to be done
- ◆ Planned and organized and completed tasks on time and meeting standards of quality.
- ◆ Took responsibility for decisions and actions and anticipated consequences of your actions, involving your project.
- ◆ Maintained regular attendance especially meetings with community-mentor or teacher-advisor.

◆ Maintained appropriate interactions with team members

**B. Problem Solving:** Give an example of how you:

- ◆ Accurately identified problems
- ◆ Located information that led to solutions
- ◆ Evaluated alternative solutions
- ◆ Selected a solution or course of action
- ◆ Carried out the plan to solve a problem
- ◆ Assessed the results

**C. Communication:** Give an example of how you:

- Used different (traditional and technological) methods to locate and convey information
- Had to listen carefully in a particular situation and summarize key ideas
- Gave or received feedback in a positive way
- Communicated clearly, accurately and/or appropriately to other students and/or adults

**D. Teamwork:** Give an example of how you:

- Identified and fulfilled roles on a team
- Worked productively with others (negotiated, compromised, shared decision making, set goals, managed conflict)

**IV. Describe any other learning or insights:**

- About the topic
- About your community
- About yourself
- What you would have done differently to improve your product or your experience.
- Questions you might still have or something else you would still like to do as a result of doing the project.

V. Connect your learning to your future

- State how your project connects to your career direction, (or not)
- Discuss how transferable skills you gained from this project will benefit you will in continuing your education or in the workplace in a future career.

VI. Conclusion: What will you take with you - what will you leave?

- Reflect on the Senior Project as a whole experience and sum it up. Leave the reader (or listener) with a parting thought or use a quote to describe your experience. Leave them with a last image or a moment that will stay with you or that you will look back on when you think about your senior project.

**Practice:** This type of presentation requires that you plan, organize and practice. **Practice** is what will help you to meet the time requirement.

**If you do not practice, you will probably not pass.**

**Dress:** This is a formal presentation. Basic guidelines: no jeans, no sweats, no flip-flops, no t-shirts. Coming to a presentation inappropriately dressed will result in “Needs Further Work”, and you will be rescheduled. If dress clothes are a problem, contact your teacher-advisor or Mrs. Flug and you will receive help.

**A high quality visual aid:** (Use pictures you took of your product or experience.) High quality refers to the visual aid itself **and** also to the way you use it in your presentation. You may use a PowerPoint, a display of pictures, the product you created or anything else that would help the panel see your accomplishment. If you decide not to use a PowerPoint, you must have a pictorial display. The display must have a large title and each picture must be large enough to be seen from about eight feet away with a caption large enough to be read from that distance as well.

**Regardless of what type of visual aid you use**, it must be an integral and vital part of your presentation and not be “tacked on to the end” or referred to minimally. If you do use a PowerPoint, make sure you do not simply read off the screen. Combine comments with the information you provide in the PowerPoint. (A good guideline is to include a 15 second comment with each slide.) Do not put too much information on a slide: no more than six points with no more than six words in each point.

**Refer to the reflection paper outline to guide your presentation.** That should give you a good place to start. Make sure to include reflection in your presentation. What challenges did you face? What new learning did you experience? How does what you did have any bearing with or connection to what you will do after you leave Central? Talk about your experience of doing the project.

This is your opportunity to shine and show your accomplishment. The panel members will be very interested in what you have to say. Tell them in enough detail for them to understand what you did, what you learned and what it means to your future. If you do not receive at least a “Meets Expectations” you will have an opportunity to receive feedback and to re-present.

**You must pass the Presentation in order to pass Senior Project.**

## Presentation Preparation Tips

1. **Plan your introduction.** A good introduction will grab your listener’s attention, clearly inform them about what you will cover and be under a minute in length. (You might start with a quote, a fact, personal experience, a demonstration, a joke or ?) **Write it out on a card!**
2. **Plan your conclusion.** Leave the audience with a thought. Take only 30 seconds or less. **Write it out on a card!**
3. **Organize your information and thoughts.** Use a PowerPoint or note cards. Be sure to you include your introduction and conclusion.
4. **Make sure you have a plan** to use your visual aid if it is a poster. If using note cards to organize your presentation, put blank cards in spaces where you will refer to your poster.
5. If you have a product that can be displayed, plan how you will display and refer to it and write that on another card. Place that card in a logical spot.

6. **Be sure you have communicated your need for AV equipment** (overhead, computer, VCR etc.) or for a stand or easel, for a poster.
7. **Be sure you do several practice presentations.** Remember the presentation should last 8-12 minutes. During the actual presentation, a panel member will hold up a one minute warning sign at 11 minutes, as a cue for you to finish up.

# Appendix

*Note: Volunteer Application Forms for Community-mentors will be given out at the beginning of the year or may be picked up in the Vice-Principal's office. Each community-mentor must fill out a form (unless they are already an employee of Central School District,) and the completed form must be returned to the vice-principal's office for processing.*

# Community-mentor Info letter

**Student: Give this letter to your community-mentor and remember to have them sign the Team Learning Agreement**

**Dear Community-mentor,**

Thank you for supporting a Central High School student in completing his/her Senior Project which is required for graduation. The Senior Project provides students the opportunity to design, develop and implement a challenging project that is rigorous and has personal meaning. We very much appreciate you sharing your time and expertise. Your on-going work with the student will be essential to his or her completion of a successful project.

Although the Senior Project is an individualized learning experience, all Senior Projects have three common components. Each student is required to complete the following:

1. **Produce a product** showing the use of academic, technical and organizational knowledge and skills.
2. **Create a portfolio** containing a collection of artifacts documenting the Senior Project process from beginning to end.
3. **Present their Senior Project** in a formal setting before a panel of teachers and/or community members.

In your role as Community-mentor, you will meet the following expectations:

- ◆ Complete and sign a **Central School District Volunteer Application including Criminal Background Check**–(Not required for school district employees who have already done this as part of the employment process).
- ◆ Provide advice and feedback for the student as he or she designs and creates a product.
- ◆ Assess the student's collaboration and professionalism on the scoring guide provided.
- ◆ Assess your student's product. (This task may be done by another adult who has more relevant knowledge of the product.)

The student's final grade will be based on your evaluation of his/her product combined with the presentation panel and teacher-advisor evaluations. Your input is essential. Ongoing communication between you and your student is critically important. If you have questions or concerns throughout this year, please contact your student's staff teacher-advisor identified on the Team Learning Agreement, or contact the senior project coordinator listed below.

Please sign the **Team Learning Agreement** form and return it to your student. Once the form is complete with your and the parent/guardian signatures, it will be added to the student's Portfolio.

Again, thank you very much for your participation. The Senior Project enables students to engage in unique learning opportunities, only possible with your support.

Sincerely,

Prindi Flug  
Central High School, (503) 606-2533, [pflug@central.k12.or.us](mailto:pflug@central.k12.or.us),  
FAX (503) 838-0483

# Parent/Guardian Info letter

**Student: Give this letter to your parents or guardians and have them sign Team Learning Agreement.**

## Dear Parent/Guardian:

Your Central High School student will be completing their Senior Project which is required by the state to meet the new 2007 requirements for graduation. The Senior Project provides students the opportunity to design, develop and implement a challenging project that is rigorous and has personal meaning.

Although the Senior Project is an individualized learning experience, all Senior Projects have three common components. Each student is required to complete the following:

1. **Produce a product** showing the use of academic, technical and organizational knowledge and skills.
2. **Create a portfolio** containing a collection of artifacts documenting the Senior Project process from beginning to end including a **reflective essay** explaining challenges, acquired understanding and skills, unanswered questions and relevance to future goals.
3. **Present his/her Senior Project** in a formal setting before a panel of teachers and/or community members.

The senior project experience includes your student participating and working with adults outside of the traditional classroom. Specifically your student will meet the following expectations:

- ◆ Your student has selected a topic about which he/she has interest.
- ◆ Your student must work with a community-mentor who is an "expert" or can advise about that topic or product.
- ◆ Your student will be contacting you, the community-mentor using the forms of communication outlined in the Student Guide to the Senior Project.
- ◆ Communication with you, the community-mentor and activities such as meetings, phone calls, research and planning may be completed during school hours and non school hours.
- ◆ Your student will be guided by an Teacher-advisor from the staff at Central High School.
- ◆ As with any school program, the senior project should never involve the student participating in any activity, which is prohibited by district policies or the code of conduct.
- ◆ Activities may be completed both on and off campus. When participating in activities off campus, your student will not be under the direct supervision of school staff.
- ◆ Any costs incurred are the responsibility of the student, parent or guardian.

Please read and sign the **Team Learning Agreement**. Your student will return it to his/her teacher-advisor. We encourage you to ask your student about his/her project. Your on-going support will be essential to his/her completion of a successful project. If you have questions or concerns throughout this year, please contact your student's staff teacher-advisor or contact the Senior Project Coordinator listed below.

We are excited about the active learning that is taking place through the Senior Project and hope that your student will look back with pride on his/her accomplishments.

Thank you,

Prindi Flug  
Senior Project Coordinator  
Central High School  
(503) 606-2533  
[pflug@central.k12.or.us](mailto:pflug@central.k12.or.us)

# Portfolio Starter Kit

The following are some of the required documents of the Senior Project Portfolio. They are in relative correct order. PAfter you complete each form, place in your portfolio. Look at the Portfolio Scoring Guide for the complete list of portfolio requirements, as well as the correct order for the portfolio contents.

# Senior Project/Product Defense Form (1 Of 4)

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

Essential Question: \_\_\_\_\_

\_\_\_\_\_

Proposed Product: \_\_\_\_\_

Community Partner Organization: \_\_\_\_\_

Location(s) of Product Event or Activity \_\_\_\_\_

Date(s) of Product Event or Activity \_\_\_\_\_ Finish Date \_\_\_\_\_

Community-mentor: \_\_\_\_\_ Phone \_\_\_\_\_

**Student:** *check a box for the level you expect to meet for each standard. Explain or give an example of how your project meets or exceeds the standard, in the space below. Print or write LEGIBLY*

Criteria/Stndrd	Exceeds	Meets	Needs Further Work
<b>Personal Management</b>	<input type="checkbox"/> The project will require exceptional planning, task identification and time management.	<input type="checkbox"/> The project will require reasonable planning, task identification and time management.	<input type="checkbox"/> The project does not require sufficient planning.
<i>Explain or give an example of how you will need to use personal management to complete this project.</i>	_____ _____ _____ _____		
<b>Problem Solving</b>	<input type="checkbox"/> The project will require complex problem identification, solving and decision making.	<input type="checkbox"/> The project will require sufficient problem identification, solving and decision making.	<input type="checkbox"/> The project does not require significant problem identification or decision making.
<i>Explain or give examples of problems you will need to solve.</i>	_____ _____ _____ _____		

<b>(2 of 4) Communication</b>	<input type="checkbox"/> The project will require exceptional communication with adults and/or students, careful listening and traditional (written/oral) and technological (internet/multimedia) methods to obtain and/or deliver information.	<input type="checkbox"/> The project will require communication with adults and/or students, careful listening and traditional (written/oral) and technological (internet/multimedia) methods to obtain and/or deliver information.	<input type="checkbox"/> The project does not require sufficient communication, listening, written or oral means to obtain and deliver information.
<i>Explain or give examples of how you will need to use communication skills on this project</i>	<hr/> <hr/> <hr/> <hr/>		

<b>Teamwork</b>	<input type="checkbox"/> The project will require exceptional and productive work with a variety of other people.	<input type="checkbox"/> The project will require productive work with a variety of other people.	<input type="checkbox"/> The project does not require productive work with others.
<i>Explain or give examples of how you will need to work in a team during this project</i>	<hr/> <hr/> <hr/> <hr/>		

<b>Employment Foundations</b>	<input type="checkbox"/> The project strongly requires the use of high academic or technical skills that would be used in a workplace.	<input type="checkbox"/> The project requires the use of academic or technical skills that could be used in a workplace.	<input type="checkbox"/> The project does not require the use of skills that would be needed in a workplace.
<i>Explain or give an example of how you will use academic skills in this project.</i>	<hr/> <hr/> <hr/> <hr/>		

<b>Career Development</b>	<input type="checkbox"/> The project is directly connected or has strongly influenced career decisions and/or plans after high school.	<input type="checkbox"/> The project has indirectly influenced or required transferable skills that will be useful in choosing a career or for plans after high school.	<input type="checkbox"/> The project is not connected to or has not influenced plans after high school.
<i>Explain connections between this project and your future.</i>	<hr/> <hr/> <hr/> <hr/>		

<p><b>(3 of 4)</b></p> <p><b>Relevance</b></p>	<input type="checkbox"/> The project is critically relevant to the student or community.	<input type="checkbox"/> The project is relevant to the student or community.	<input type="checkbox"/> The project is not relevant or critical to student or community.
<p><i>Explain how this project is relevant to you or your community.</i></p>	<hr/> <hr/> <hr/> <hr/>		
<p><b>Rigor</b></p>	<input type="checkbox"/> The project is extremely challenging for the student.	<input type="checkbox"/> The project is challenging for the student.	<input type="checkbox"/> The project lacks any challenging aspects.
<p><i>Explain how this project will challenge you. What new learning or experiences will it give you?</i></p>	<hr/> <hr/> <hr/> <hr/>		
<p><b>Service Learning</b></p>	<input type="checkbox"/> The project significantly helps someone or benefits the community.	<input type="checkbox"/> The project benefits someone or helps the community.	<input type="checkbox"/> The project does not substantially benefit someone or help the community.
<p><i>Explain how this project benefits the community or helps someone.</i></p>	<hr/> <hr/> <hr/> <hr/>		

See next page for Summary:

# 2012 Senior Project Defense Form Review (4 of 4)

## Summary

- This Product will meet or exceed the standards.**

Recommendations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- This Product will not meet the standards and needs further development.**

Plan for improvement \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Defense Panel (Teacher-advisor + one other teacher)

	Signatures	Print Names	Dates
1.	_____	_____	_____
2.	_____	_____	_____

# Senior Project Team Learning Agreement

**STUDENT: HAVE YOUR ADVISOR, COMMUNITY-MENTOR AND A PARENT OR GURDIAN SIGN!**

**Student - I have read and accept the following responsibilities:**

- ◆ I will complete all required components of the project by due dates.
- ◆ I will meet regularly with my community-mentor for guidance and support.
- ◆ I will represent the school and my class positively in the community.
- ◆ I guarantee that all my work will be authentic and truthful.
- ◆ I will discuss my project plans and expectations with my parents and involve them.
- ◆ I will get approval from my community-mentor and/or teacher-advisor for modifications I want to make in my project.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**CHS Teacher-advisor - I have read and accept the following responsibilities:**

- ◆ I will be aware of the topic of this student's senior project plan and review the SP defense form.
- ◆ I will meet regularly with this student to assess progress, make suggestions, provide support and feedback for completing the research and reflection and the portfolio for the senior project.
- ◆ I will communicate with this student's parents/guardian as needed.
- ◆ I will assess the student's portfolio and product or experience, if appropriate.
- ◆ I will respect the student's right to be responsible for his/her own learning by not solving problems for him/her but offering support and advising as the student works through each part of the senior project.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Community-mentor - I have read and accept the following responsibilities:**

- ◆ I will fill out and submit a **Central School District Volunteer Form** including a Criminal History Verification.
- ◆ I will meet regularly with my student for support and guidance on his/her senior project. I will review the student's plan and discuss completion goals and timeline.
- ◆ I will offer my expertise and suggestions for successful completion of the project.
- ◆ I will assess the student's product/experience for rigor, relevance, quality, benefit to others, and his/her ability to manage time, solve problems, communicate, and work in a team
- ◆ I will contact the student's teacher-advisor and/or parent if questions arise concerning the student's behavior or safety.
- ◆ I will respect the student's right to be responsible for his/her own learning by not solving problems for him/her but by offering support and advising as the student works through each part of the senior project.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian - I authorize my student to participate in all senior project activities on and off campus, as identified above. I accept the following responsibilities:**

- ◆ I understand that my student needs to successfully complete this project to graduate from CHS. I will support my student throughout the time of the project and discuss progress weekly.
- ◆ I will be aware of my student's topic, community-mentor and progress throughout the project.
- ◆ I release the school from responsibility when my student is off campus to complete this project.
- ◆ I will respect my student's right to be responsible for his/her own learning by not solving problems for him/her but by offering support and advising as the student works through each part of the senior project.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian: please be sure community-mentor has already signed or that you know who your student's community-mentor is.**





REQUEST FOR LETTER OF RECOMMENDATION: You will need a Letter of Recommendation for your portfolio.

1. *Fill out this form with information that can be used to write a letter of recommendation.*
2. *Give it to the person who will write the letter for you.*
3. *Give the writer a date by which you will need the letter.*
4. *Give the writer a friendly reminder a day or two before your need-by date.*

**STUDENT NAME** \_\_\_\_\_

**DATE REQUEST SUBMITTED** \_\_\_\_\_ **DATE NEEDED** \_\_\_\_\_

Check one

**PURPOSE OF REQUEST**

\_\_\_\_\_ Admission to a school OR \_\_\_\_\_ for employment

.....

REMEMBER: THE MORE INFORMATION YOU PROVIDE THE BETTER THE RECOMMENDATION WILL BE. BE SURE TO THINK ABOUT ALL YOU'VE DONE AT SCHOOL AND OUTSIDE OF SCHOOL. Refer to your resume, if needed.

\*\*\*\*\*

**WHAT WORDS WOULD YOU USE TO DESCRIBE YOURSELF?**

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

**WHAT ACTIVITIES DID YOU PARTICIPATE IN AT CENTRAL?**

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

**WHAT EVIDENCE DO YOU HAVE THAT YOU HAVE LEADERSHIP SKILLS?**

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

**WHAT ARE YOUR SPECIFIC INTERESTS?**

---

---

---

**WHAT ARE YOUR SPECIFIC TALENTS AND SKILLS?**

---

---

---

**IF YOU HAVE HAD A PART-TIME, PAID OR VOLUNTEER JOBS, LIST THEM.**

---

---

---

**WHAT ELSE WOULD YOU LIKE THE WRITER TO EITHER KNOW ABOUT YOU OR INCLUDE IN THE RECOMMENDATION?**

---

---

**PLEASE WRITE A SUMMARY OF WHY A COLLEGE OR BUSINESS SHOULD ACCEPT YOUR APPLICATION OR CONSIDER YOU FOR EMPLOYMENT.**

---

---

---

# Scoring Guides

# Community-mentor Relationship Scoring Guide

Scored by Community-mentor

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Senior Project Topic/Product \_\_\_\_\_

Community-mentor: \_\_\_\_\_

*Sign name*

Print Name

Circle the bullets in each category that describe the student's community-mentor relationship. Then rate student by circling the appropriate score at the bottom of the scoring guide.

	<b>Collaboration and Quantity of Community-mentor Relationship</b>	<b>Quality of Community-mentor Relationship</b>
<b>5-6 Exceeds</b>	<ul style="list-style-type: none"> <li>◆ The student <b>initiated and maintained</b> meaningful collaboration with a community member on his/her Senior Project design development and assessment</li> </ul>	<ul style="list-style-type: none"> <li>◆ The student exhibited <b>exemplary</b> professional behavior as accepted in the workplace or community and contributed to the professional environment of the workplace or community</li> </ul>
<b>4 Meets</b>	<ul style="list-style-type: none"> <li>◆ The student collaborated <b>regularly or adequately</b> with a community-mentor on his/her Senior Project design, development and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The student exhibited behavior <b>acceptable</b> to the workplace or community</li> </ul>
<b>3-2 Needs Further Work</b>	<ul style="list-style-type: none"> <li>◆ The student <b>did not</b> collaborate regularly or adequately with a community-mentor on his/her Senior Project design, development and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The student <b>did not</b> demonstrate accepted professional workplace or community behavior.</li> </ul>

Rate Student (circle one)

6-5 Exceeds

4 Meets

2-3 Needs Further Work

Notes or Recommendations \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Product or Experience Scoring Guide Scored by Community-mentor

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Senior Project Topic/Product \_\_\_\_\_

Community-mentor: \_\_\_\_\_

*Sign Name*

Print name

Circle the bullets in each box, which describe the student's Senior Project Product or Experience. Then rate the student below

	<b>Rigor</b>	<b>Relevance</b>	<b>Benefit to Others</b>	<b>Quality</b>
<b>Exceeds</b>	<p><b>The Student:</b>                      Showed strong evidence of connection and application to knowledge and skills                      Clearly stated a complex essential question with real world impact.</p>	<p><b>The Student:</b>                      Communicated a clear relationship to post high school plans                      Described compelling personal relevancy of the Sr. Project topic                      Exhibited personal growth as a result of the Senior Project.</p>	<p><b>The Product or Experience</b>                      Benefited others or helped someone in a strong and compelling manner.</p>	<p><b>The Product or Experience:</b>                      Exhibits high standards of professional quality                      Has been used in the real world and/or has made a contribution to the community.</p>
<b>Meets</b>	<p><b>The Student:</b>                      Showed evidence of appropriate academic knowledge and skills                      Clearly stated an essential question with potential real world impact.</p>	<p><b>The Student:</b>                      Communicated a clear relationship to post high school plans                      Described personal relevancy of the Sr. Project topic.</p>	<p><b>The Product or Experience:</b>                      Benefited others or helped someone.</p>	<p><b>The Product or Experience:</b>                      Exhibits standards of professional quality                      Could be used in the real world and could make a contribution to the community.</p>
<b>Needs Further Work</b>	<p><b>The Student:</b>                      Did not show evidence of academic knowledge and skills.                      Did not have a well developed Essential Question.</p>	<p><b>The Student:</b>                      Did not communicate a relationship to post high school plans                      Did not explain personal relevancy of the Senior Project topic.</p>	<p><b>The Product or Experience</b>                      Did not benefit others.</p>	<p><b>The Product or Experience:</b>                      Does not exhibit professional standards                      Has no use in the real world and/or makes no contribution to the community.</p>

Rate Student: Circle one: Exceeds Meets Needs Further Work

Notes \_\_\_\_\_

# Portfolio Scoring Guide

Scored by Teacher-advisor

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Senior Project Topic/Product \_\_\_\_\_

Teacher-advisor Name \_\_\_\_\_

Print Name

*Sign Name*

Circle the bullets in each category box, which describe the student's portfolio and then rate the student below.

	Content	Organization
<b>Exceeds</b>	<ul style="list-style-type: none"> <li>All required content is present and complete, <b>with additional documents created specifically for the project.</b></li> </ul>	<ul style="list-style-type: none"> <li>All content requirements professionally presented and organized in the required order, with added features such as <b>unified fonts and page protectors to enhance organization.</b></li> </ul>
<b>Meets</b>	<ul style="list-style-type: none"> <li>All required content present and complete.</li> </ul>	<ul style="list-style-type: none"> <li>Content presented in required format.</li> </ul>
<b>Needs Further Work</b>	<ul style="list-style-type: none"> <li>Required content is incomplete and/or missing.</li> </ul>	<ul style="list-style-type: none"> <li>No sense of order – lack of organization.</li> </ul>

Rate Student: (circle one)    Exceeds    Meets    Needs Further Work

**Required content and order for portfolio: Check appropriate space for each required element.**

Y    N

- \_\_\_ \_\_\_ Project cover page with name, project title, and 2010 (on the front of the portfolio)
- \_\_\_ \_\_\_ Title page with name, project title, teacher-advisor (This is the first page you see inside)
- \_\_\_ \_\_\_ List of Contents (no page numbers required)
- \_\_\_ \_\_\_ **Essential Question** (Written on a single page)
- \_\_\_ \_\_\_ **Acknowledgements** (Thank those who helped you complete the project)
- \_\_\_ \_\_\_ **Project Proposal Defense Form**
- \_\_\_ \_\_\_ **Signed Team Learning Agreement**
- \_\_\_ \_\_\_ **Senior Project Hours Log**
- \_\_\_ \_\_\_ **Community-mentor Meeting Log**
- \_\_\_ \_\_\_ **Current resume with senior project included**
- \_\_\_ \_\_\_ **One Letter of Recommendation from a community member or a CHS staff member**
- \_\_\_ \_\_\_ **Senior Project Research** (Copies of 5 required research summaries or research paper)
- \_\_\_ \_\_\_ **Other documents that you created or used for your Senior Project** (optional)
- \_\_\_ \_\_\_ **Copies of thank you letters to community-mentor and teacher-advisor.**
- \_\_\_ \_\_\_ **Reflective Essay**
- \_\_\_ \_\_\_ **One Product Scoring Guide scored by community-mentor**
- \_\_\_ \_\_\_ **Community-mentor Relationship Scoring Guide**

**Final  
Check  
Initials**

**PLACE THIS SCORING GUIDE IN THE FRONT INSIDE POCKET OF YOUR PORTFOLIO**