

Wendell High School

Senior
Project
Handbook
2022-2023

Informational Booklet for Students, Parents and Teachers
Forms, Handouts, Explanations and Rubrics

Updated December 2019

Mission of the Senior Project:

The State of Idaho's graduation requirements include successful completion of a senior project. In the Wendell School District that specifically means all students who receive a diploma from Wendell High School will successfully complete a written report, an oral presentation, and some form of learning experience, related to academics, community service, career, and/or personal enrichment. The senior project allows students to demonstrate their skills and learning in order to become successful after high school.

Table of Contents

Element	Page Number
Senior Project Requirements	4 - 5
Due Dates	6
Project Proposal	7 - 8
Mentor Information	9
Mentor Letter	10
Mentor Agreement	11
Poster of Commitment Information	12
Poster of Commitment Example	13
Mentor Mid Evaluation	14
Mentor Final Evaluation	15 - 16
Journal Instructions	17
Journal Example	18
Letter to the Judges Instructions	19
Letter to the Judges Example	20
Self-Evaluation	21 - 22
Portfolio Requirements	23
Open House Requirements	24
Presentation Requirements	25
Presentation Outline	26
Rubrics	27
Journal Rubric	28
Portfolio Rubric	29
Open House Rubric	30
Presentation Rubric	31
Final Grading Rubric	32

Senior Project Requirements

The State of Idaho requires students to complete a senior project to graduate. Wendell School District has mandated that students complete the following with a passing grade of 70% C or better.

1. A physical project involving a minimum of 25 hours with no more than 10 hours of job shadowing
2. A research paper related to the project but not a “how to” paper
3. A portfolio showcasing the student’s completed work
4. An open house to display the project to the community and a 6-10 minute presentation to a panel of judges

The Project

The project must be approved by the TAG teacher before the student can begin counting project hours.

The following are some examples of accepted projects:

- **A physical product:** painting, scientific model, fashion outfit, computer program, rebuilt engine, cabinet, etc.
- **A written product:** short story, book of poetry, novelette, newspaper articles, etc.
- **A performance:** dance or singing recital, theatrical production, video creation, a fashion show, etc.
- **A teaching or leadership experience:** teach junior high health classes about teen alcoholism, coach a little league team, etc.
- **A physical experience:** learn to scuba dive, run a marathon, start a fitness program, etc.
- **A career-related project:** investigate a career by working in the field with someone who's currently employed in the area and produce a document related to that field (brochure, guide, pamphlet, business plan, and business projections).
- **A technology project:** develop a homepage on the internet, create a video game, build a robot, draw blueprints, etc.

The following are some examples of unacceptable projects:
raising farm animals, helping with someone else’s project, paid job

The Research Paper:

The research paper that accompanies the project must be related to the project and is not a “how to” paper.

The research paper must follow the following criteria:

- MLA format
- 2-3 pages
- 3-4 reliable sources

The Portfolio

- A **portfolio** will be compiled that includes all paperwork completed **throughout the project**

Presentation

- A community **open house** will be held—you will display your project/presentation/portfolio and answer any questions
- A formal 6-10 minute **presentation** will be given to a board of judges

Time Requirements:

Students are required to work a minimum of 25 hours with no more than 10 hours of job shadowing. This time does not include time spent working on the research paper. Time spent on the project cannot be during a paid job. Time spent must be tracked in the senior project journal and be documented with pictures.

2022-2023 Senior Project Due Dates

Due Date	Senior Project Component
April 7	Senior Projects Proposal Form
April 14	Proposal Returned by TAG Advisor
April 18-29	Junior Boards
Sept. 15	Poster of Commitment (2 color copies)
TBA	Research Paper Due English 12A class
Nov. 3	Journal Check #1 with Mentor Signature
Nov. 3	Mentor Mid Evaluation
Jan. 12	Journal Check #2 with Mentor Signature
Jan. 12	Mentor Final Evaluation
Jan. 12	Recommend Project Completed
Jan. 19	Table of Contents, Letter to Judges and Self Evaluation
Jan. 26	Finalized Portfolio
Feb. 1	Open House
Feb. 8	Project Boards
Feb. 9	Thank You Notes

****Dates subject to change**

WENDELL HIGH SCHOOL SENIOR PROJECT PROPOSAL

Student Name: _____ TAG Teacher: _____

Complete entirely. Be very specific.

The project must incorporate one of the following criteria to be accepted by the TAG Teacher:

- Academic Community Service
- Career Personal Enrichment

My project will use the following criteria: _____

Project Plan:

For my senior project, I propose to

Project Steps:

To achieve my project, I will complete the following steps (be very specific and detailed. Include time frame for completion)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Cost Analysis:

To achieve my project, I plan to spend approximately _____ on the following items.

1. _____
2. _____
3. _____
4. _____
5. _____

I plan to fund this project using

Materials/Tools Needed:

To achieve this project, I will need the following tools/materials:

1. _____
2. _____
3. _____

Potential Obstacles:

List the possible obstacles that might make completing your project difficult.

Extending Learning:

I will extend the knowledge that I already have in this area by

Research Paper Plan:

For my research paper, I plan to research

Project and Paper:

The proposed project and research paper are related in this way:

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

TAG Teacher Signature: _____

Project Approval Yes _____ No _____

Mentor Information

Students are required to have a community mentor to help guide them through the senior project. All mentors should be a specialist in the project area. Although working in the field is suggested, it is not required. Mentors need to have prior experience in the project area. Mentors cannot be parents or immediate family members and must be at least 21 years of age.
Do's and Don'ts for having a mentor

DO...

- be polite and respectful of the mentor's time.
- have your mentor complete all paperwork, including signatures, before due dates.
- communicate with mentor throughout the project.
- stay in continual contact with mentor.
- thank mentor at the end of the project.

DON'T

- be demanding – they are doing you a favor.
- procrastinate and expect immediate results.
- expect the mentors to complete the project for you.
- do minimal work and expect the mentor to be okay with it.

Wendell School District
850 E Main
Wendell, ID 83355
208-536-2100

To Senior Project Mentors:

Thank you for considering becoming a senior project mentor for a Wendell High School student. This is a great opportunity for you to share your expertise with a student and guide him/her through the project.

In order to better understand the mentor responsibilities, please read the following information.

Mentors DO's:

- DO meet with your student regularly to assess project progress
- DO read the journal periodically, checking that it meets the requirements of the project
- DO answer questions and offer assistance
- DO use your expertise, experience and knowledge to help your student
- DO hold your student to high standards
- DO help keep your student on track to complete and pass all components of the project
- DO refer them to their TAG teacher for specific questions

Mentor DON'T's:

- DON'T do the work for the student
- DON'T allow the student to change the original project without school approval
- DON'T seek out the student to complete paperwork; it is the student's responsibility
- DON'T give the student a positive evaluation if they have not earned it

If you have any questions or concerns, please feel free to contact me. I will try to answer any questions that you may have. I can be reached at kjasper@wendellschools.org or at 208-536-2100.

Thank you for your time, consideration and support of Wendell High School Senior Projects.

Sincerely,

Kelli Jasper

Kelli Jasper
Senior Project Coordinator

Mentor Agreement Form

Mentors: After reviewing the information provided for the potential mentors, please complete the following consent form.

When I agree to be a Senior Project Mentor, I agree to abide by the following.

I understand that my responsibilities include:

- offering assistance when it is requested.
- making myself available to meet with the student periodically.
- examining the student's journal periodically to check for continued progress.
- completing mentor forms in a timely and honest manner.
- understanding what is required of students to complete the project and all its required components by reading the Senior Project Handbook.

I understand that my responsibilities do NOT include:

- completing work for the student.
- making last-minute arrangements because the student did not plan in advance.
- giving the student a positive assessment if the student did not earn it.
- seeking out the student to arrange a meeting.

Mentor Contact Information:

Name:

Home Address:

Home Phone:

Cell Phone:

Experience in the field:

I, _____ (mentor's name), agree to act as a mentor for
_____ (student's name). I accept the duties that are required
of a mentor, and I agree to hold my student to high standards in completing his/her senior
project.

Mentor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Poster of Commitment

Once your project has been approved, you must design a poster that represents commitment to your project. The posters will be displayed, with your picture, in the school.

Information needed (and other requirements) on Poster:

- 8 ½ X 11 in size
- Topics you will be researching for your paper
- Project Description
- A graphic that represents one or the other
- Your picture
- Your name
- Titled: Senior Project Commitment
- Must be printed in color

You will turn TWO copies into your TAG teacher. Have poster approved before printing final copies.

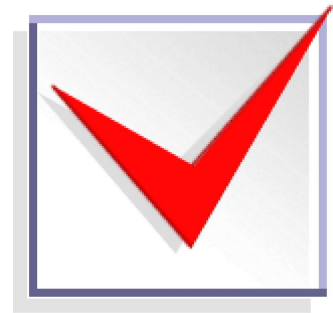
Sample to follow

Senior Project Commitment

Name

Project:

I will hold a benefit concert for the Field Band Foundation involving both the High School and Middle School band and choir programs



Topics to be researched
Music programs allow
school aged children

- **to express them**
in a positive way
- **enrich their mi**
- **improve abiliti**

**Wendell High School
Senior Project Mid-Term Mentor Report
Project Phase Only**

Student Name _____

Mentor _____ Phone Number _____

Thank you very much for the time and effort you are contributing to our student and his/her senior project. We very much appreciate your time and energy.

Have you seen the student's project journal Yes _____ No _____

Please respond to the following:

The student has conferred with me about his/her project Yes _____ No _____

How many times have you met with your student thus far? _____

In what ways have you worked with the student?

The student is making satisfactory progress at this point and should be able to successfully complete the project phase by January 12, 2023.

Yes _____ No _____

Comment:

Please give a brief explanation of any concerns or questions you may have about the student's progress toward completion of his/her project.

Mentor Signature _____ Date _____

7. What problems did the student encounter and overcome in doing the project?

8. What successes have you seen this student achieve as a result of the project?

9. Comment on anything else you feel is important.

10. Would you mentor a senior project again? Yes _____ No _____

Mentor's Signature _____

Phone _____

Date _____

The Physical Project Journal

All students will be expected to keep a project journal (which will be included in the Senior Project Portfolio). They should have a journal entry for EACH time they work on the project. This journal should begin with the date and end with the actual time (hours, minutes) spent on the project on that occasion. As well as describing what he/she did, the student should include in journal entries successes and failures, frustrations and victories. In other words, the journal should record not just time and work done, but also feelings, emotions, and reactions (it explains the learning that took place) as well. A journal entry could cover as little as a short phone call to arrange an interview, or as much as a day spent skiing at Pomerelle. The journal is very important when the TAG teacher evaluates the project.

You can choose the format of your journal—it could be done in chart form or just word processed. You can write it or type it—if you write it, you need to make sure it is legible and you need permission from your TAG teacher to hand write it. You can even keep your journal in a notebook—make sure it is accessible as you work on your project.

It should be evident that the journal has been an on-going document—it should also include MENTOR SIGNATURES WITH DATES (at least two signatures from mentor required). Your final journal entry, which must be signed by your mentor, should cover the final aspects of your project. Each journal and mentor evaluation form is worth points to your end total. You must have a 70% on the project to pass senior projects.

The first page of your journal should have the following information (**This information must be at the beginning of your journal regardless of the format you are using.**)

Name **Date**

Research Topic:

Project Topic:

Mentor: **Name**
 Position
 Telephone

Description of Project (including persons, places, and times)

The Actual Journal: (Include what you did, when you did it, how long it took each time, and what you learned from it) This can be done in chart form, in a notebook, or on the computer in word form—whichever is easier for you.

Date:

Start Time:

End Time:

Entry:

Sample to follow

Project Journal Sample

Project Topic: Piece a quilt and hand quilt it

Name: Jenna Jones

Date: May 1, 2017

Period: 1st Hour

Research Topic: Quilting is a favorite pastime

Mentor: Name: Becky Long

Position: Wendell High School Bookkeeper

Telephone: 324-7153

Description of Project: I pieced a quilt together and hand quilted it. I picked out my own fabric and also designed my own pattern. I made matching pillow shams and decorative pillows.

Log:

December 10, 2017

- My mentor and I went to Hancock Fabric to pick out my material. We also designed the pattern we would make.
- I learned that it is hard to match and choose material that goes together and will fit your chosen pattern. I had first thought I would do an Americana theme, but when it came time to pick my fabric I couldn't find anything I liked. I found some material I really liked, so I chose three other fabrics that matched.

Total time: **2 hours**

December 25, 2017

- I began just cutting strips and squares of material for my quilt.
- At first I was really nervous about working the rotary cutter. My aunt had just had to get stitches from cutting her finger badly with one. I was really careful, and by the end of the quilt I was comfortable using the rotary cutter.
- My mentor showed me how to properly cut the material and how to fold it straight so I could cut more than one strip at a time.

Total time: **1 hour**

January 14, 2018

- I sewed strips together
- This was my first attempt at sewing and working on the sewing machine. I learned that I wasn't very good at sewing a straight line. The way I tried to solve this was to put a piece of tape on the sewing machine desk, to act as my guide.

Total time: **1 ½ hours**

Letter to Judges

A letter to “the judges” needs to be the first item in your portfolio. Judges may be faculty members and/or community members and will be present during the presentation. The purpose of this letter is to give the judges an introduction to you as a whole person, beyond the work you have done on the senior project. They will be able to see you as a young adult with goals, interests, and opinions. The following is a list of requirements for your letter - how it should be set up and information that should be included.

- Business format—full block style
- Brief Biography
 - Where have you been?
 - Where are you headed? (what are your plans for the future)
- Why did you choose this topic?
- What did you know before you began?
- What did you learn?
- What did you research?
- What did you learn from your research?
- Describe project
- What things went well? What didn't? How did you handle it?
- Overall conclusions about The Senior Project.

Sample to follow

123 Somewhere St
Anywhere, ID 88888
October 28, 2018

Judges, Wendell High School Senior Project
850 E Main
Wendell, ID 83355

Dear Judges:

As a soon-to-be graduate of Wendell High School, I will take this opportunity to tell you about some of the things I learned this year. I learned the following: procrastination is not the answer, graduation is earned (not just given as an automatic ticket at the end of the senior year), and I can accomplish a lot more than I ever realized I could if I work hard and stay with it. These lessons will be very useful to me when I leave here and go on to further training and into the workforce.

I wasn't sure if I could make it through four years of high school and graduate. My family has moved around a lot, and I always felt behind in school. Whenever we would move into a new area, I would go to the nearest school, but often it was very frustrating. I would have to repeat something I had already learned or be confused because I came in during the middle of the unit. But it has always been important to me to get a good education because I want to have a productive life for myself and for my family in the future. I will be the only member of my family who has graduated from high school. They are proud of me, and I am proud of myself.

The choice of my senior project on carpentry relates to my career goal. I want to be a master carpenter. I love wood and working with it. I can see myself making beautiful pieces of furniture and cabinets for new homes. Too many people these days don't appreciate the time and skill it takes to make quality furniture. I would like to draw their attention to the craft of carpentry. My family appreciates my hard work in this area. In fact, my parents and brothers and sisters are currently fighting over who gets to keep the maple dresser I made for my project. I want to leave something of myself with them when I move so I gave it to them.

Although I had to cut back on my hours of work at a nearby restaurant to work on school assignments and projects this year, I am now very happy that I did. I found that I enjoyed researching about my career goal in carpentry, and I really gained a lot of satisfaction from making my maple dresser.

Thank you for taking the time to read my portfolio and for listening to my presentation. I hope you have found them interesting.

Sincerely,

Senior Student

Senior Student

Senior Project Portfolio Requirements

The following is the order (and checklist) for your Senior Project Portfolio. It would be best to use dividers of some sort to ensure organization of your portfolio.

- _____ Commitment Poster (Slide in the outside pocket of your binder)
- _____ Table of Contents—this might not have page numbers, but should explain the organization of the portfolio.
- _____ Letter to Judges
- _____ Proposal - including signature pages

Paper Section

- _____ Research Paper (clean, revised copy)
- _____ Presentation Materials (optional)
- _____ Pictures, etc. of different aspects of the project (optional)

Project Section

- _____ Project Journal with Mentor Signatures
- _____ Self-Evaluation Form
- _____ Mentor Evaluation Forms (midterm and final)

Open House Requirements

Purpose: The purpose of the open house is to give students the opportunity to PRACTICE for the senior project boards. It also gives the community the opportunity to come in and see the wonderful work our students have done.

Before the Open House

- You are responsible for providing your own electronic equipment (TV, DVD, Computer, etc.).
- Let your TAG teacher know if you need access to a power outlet
- You are responsible for getting your own chair (NO rolling chairs)
- If you will be unavailable for the open house, you will be required to present your project to 3 classrooms. It is your responsibility to communicate with your TAG teacher in advance if you will not be at the open house to arrange classroom visits.

Must haves at the Open House:

- A tri-fold display board—neatly done
 - Evidence for both your paper and project should be on the display
 - Pictures, graphics, charts, etc.
 - You might even display some of your research for the paper.
- If possible, bring in your project
- Dress professionally—you are representing the school.
- You must remain at your project during the entire open house.

After the Open House:

You may not leave until you have done the following:

- Clean up around your area
- Fold up the table at which your project was displayed
- Turn in your portfolio to the senior project coordinator

Senior Project Board Presentation Requirements

For the presentation portion of the project, you will be giving a 6-10 minute presentation to a panel of judges

Length: No less than 6 minutes and no more than 10 minutes.

Required attire: Business dress—you should treat this like you are interviewing for the most important job you would ever want.

Purpose: To present what you have learned through this whole process

- What did you prove in your research paper?
- What did you learn?
- What was your physical project
- How were your research paper and physical project linked?
- What obstacles did you encounter—how did you overcome them?
- Did your project work?
- What might you change if you did it again?
- What went well?
- Memorable moments?

What to include: Visual presentation of your learning

- The physical project
- Photographs of you actually doing your project
- Video of you completing your project (especially if you do not have a physical project to show)
- Display (could be done through PowerPoint)
- Thanks to those who helped you.

You must speak for 80% of your presentation. In other words, you can't just show a video of your project the whole time. This is an assessment of your speaking abilities.

Be prepared to answer questions

YOU MAY USE THE SAME DISPLAY FOR YOUR PRESENTATION THAT YOU USED AT THE OPEN HOUSE.

Possible outline for your presentation speech to follow

Presentation Outline for Senior Project Boards

Introduction (Time:___)

- Attention getter:
- Main points of presentation (briefly state what you will tell the audience concerning the following)
 - Physical project
 - Research Paper
 - Connection
 - Learning Stretch
 - Evaluation
 - Miscellaneous

Body

Physical project explanation and discussion (about 40% of your presentation): (Time: _____)

Research Paper (Time:_____) [The discussion of your research paper should comprise about 40% of your presentation]

Thesis

1st main point (with facts to support)

2nd main point

3rd main point

Connection between the Paper and the Project (Time: _____)

Learning Stretch: (Time:____)

Conclusion: (Time:____)

Evaluation (of yourself and the entire process)

Miscellaneous

Questions?

Post Speech: Thank the judges, shake hands, collect your presentation materials, exit the room.

RUBRICS

Project Journal Grading Rubric

Student Name: _____

TAG Teacher: _____

Journal # _____

Journal	Excellent	Capable	Emerging	Not Evident
Format: Journal entry includes the following: time spent, tasks completed, learning that occurred	4	3	2	1
Problem Solving: Journal illustrates challenges encountered by student and how they were overcome	4	3	2	1
Community Involvement: Journal illustrates involvement with community mentor through entries and signatures by mentor	4	3	2	1
Learning Stretch: Apparent learning stretch present through reading entries	4	3	2	1
Presentation: Journal is easy to read and meets conventions of mechanical accuracy	4	3	2	1
Punctuality: Journal was turned in on time	10	7	4	1
Overall Total				

TAG TEACHERS: Fill one of these out for each journal check. Add the 2 journal scores together and transfer to the Portfolio Grading Rubric.

Portfolio Grading Rubric

Student: _____

TAG Teacher: _____

POINTS POSSIBLE	SCORE	PORTFOLIO ITEMS
5		POSTER OF COMMITMENT
15		LETTER TO THE JUDGES: explaining why the student chose the project, why it was a learning stretch, what the student learned from the semester's work, problems and accomplishments, etc. (SHOULD BE TYPED.)
5		PROPOSAL FORM: should include signature pages for mentor and parents/guardians
60		PROJECT JOURNAL: should be a log of work done on project including time spent and learning that occurred. (add 2 journal scores; must have a 70% to pass)
15		PROJECT SELF-EVALUATION FORM
20		MENTOR EVALUATION FORMS: these MUST be in the portfolio in order to pass the portfolio and project portions of the Senior Project (must have a 70% to pass)
20		RESEARCH PAPER
5		ORGANIZATION: should be arranged neatly, order should match the table of contents
/145		TOTAL (70% needed to pass or 102 points)

Comments:

Open House Rubric

Student: _____

TAG Teacher: _____

Points Possible	Score	Open House Requirements
25		Participation: At display during entire open house in order to practice presenting all parts of Senior Project—paper and physical project
50		Display appropriately represents work done by the student for the research paper and the project equally
15		Display includes a tri-fold board with graphics, pictures, etc. that represent the paper and the physical project, and the actual physical project is present (if possible)
5		Portfolio is turned in at the end of the open house
5		Student is dressed appropriately
TOTAL		

Comments:

Presentation Rubric

Student: _____

Presentation Time: _____

Area 1: Content and Organization	Superior	Excellent	Capable	Emerging	Not Evident
Introduction: Student demonstrates a clear purpose and gets your interest right away.	10	8	7	6	0
Content: Student's main points are supported by accurate detail and logical organization. Depth of research is beyond general knowledge.	16	14	12	10	0
Balanced Content: Student maintains a balance in the presentation between the project and the paper without focusing too much on one or the other. Student explains the link between the project and paper and shows learning throughout, using phrases like "I learned," "I never knew," etc.	16	14	12	10	0
Language Usage: Student uses standard grammar, accurate pronunciation, effective word choice, etc.	9	8	7	6	0
Audio/Visual: Student created an appropriate, organized, neat and creative display or digital presentation for the project.	6	5	4	3	0
Conclusion: Student summarizes the project and ends presentation appropriately.	10	8	7	6	0
Grader Comments:					
Area 2: Delivery	Superior	Excellent	Capable	Emerging	Not Evident
Verbal and Non-Verbal: Student is poised, has good posture and uses mannerisms and gestures appropriate for the presentation. Student's volume, articulation, pitch, tone and presentation enjoyable. Student makes eye contact and does not read off note cards too much.	10	8	7	6	0
Appearance/Dress: Student is dressed appropriately; business attire is expected unless dressed related to the project.	7	6	5	4	0
Enthusiasm/Sincerity: Student's excitement is evident.	6	5	4	3	0
Grader Comments:					
Area 3: Question Answering (10 points)	Superior	Excellent	Capable	Emerging	Not Evident
Impromptu Skills: Student is confident and fluent in the answers and the body language and answers demonstrate interest, enthusiasm and poise.	10	8	7	6	0
Grader Comments:					

Total Points (70+ points for passing) _____

Senior Project Grading Rubric

Student Name: _____

TAG Teacher: _____

Project Requirements: a minimum of 70% must be received to pass each portion	Pts. Received	Pass/Fail
Mentor evaluation forms (TAG Teacher)	/20	
Project journal (TAG Teacher)	/60	
Open House (TAG Teacher)	/100	
Portfolio (TAG Teacher)	/145	
Paper (English Teacher)	/100	
Presentation (Senior Boards)	/100	

Comments: