

The Senior Project
Career & College 11/12
Student/Parent Handbook
2023-2024

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Senior Project Rationale

The State of Oregon graduation requirements include proof of learning and planning for your next steps in life. Successful completion of your Senior Project will satisfy that requirement.

The Senior Project is therefore a graduation requirement for all seniors in the Knappa School District, Knappa, Oregon for the 2022-2023 school year.

This manual is a written guide to support student success. It provides the expectations and timelines for the various components that make up a Senior Project in the Career and College class.

The Senior Project includes four major components of the Personalized Learning Graduation Requirements: The Project, The Career Development & The Research and Reflection Papers, The Senior Project Final Portfolio, and The Presentation. The Senior Project also has several other smaller components that are completed in the Career and College course which are building blocks for the Final Portfolio and Presentation.

For Senior Presentations: After completing the senior project and written research paper students will deliver a formal presentation to a panel which will include Knappa School District staff, community members, parents and KSB selected students.

Senior Project 2023-24 Timeline

(Note: Individual teachers may set earlier due dates)

April 15 (Junior Year): Advisors introduce the senior project. Students get access to mentor consent forms, parent permission forms and job cards. Students begin to brainstorm research topics and possible projects. Advisors must approve student projects before they can start.

Juniors will also complete their Career Development (CD) paper in English class.

May 31 (Junior Year): Deadline to receive approval of the Senior Project topic.

October 4 Letter of Intent, Project Proposal, Mentor Consent forms due

November 15 Developed outline due (with research completed), thesis statement. Source evaluations due. Complete in English and Senior Transition class. Parent check in.

March 4 First three pages due. Typed! October-February Periodic Mentor checks

February 14 FINAL Educational Foundations paper (EF) at beginning of English class (must be turned in on time even if student is absent).

April 3 **PROJECT DUE:** Project Log, Final Job Card, Final Project Verification and Product due at beginning of class (must be turned in on time even if student is absent).

April 26 **PORTFOLIO DUE** at beginning of English class (must be turned in on time even if the student is absent and includes the Educational Foundations paper).

May 5/6 **SPEECH OUTLINE DUE** (must be turned in on time even if a student is absent).

May 1 **SPEECH VISUAL AID DUE** at beginning of English class (must be turned in on time even if student is absent).

May 8 **Present speeches** in English class (attendance critical).

May 22/23 **Community panel presentation**

June 3 **GRADUATION**

Senior Transition Course Overview

This course will support you in successfully completing graduation requirements, as well as planning and preparing for your future. The following items will be covered in this course:

Course Goals

- Successful completion of the Senior Project
- Provide post-high school support and resources
- College and career research and application
- Financial aid and scholarship opportunities, especially OSAC
- Graduation requirements/Overview of awards
- Opportunities for college and career presentations, campus visits, and job shadowing
- Interview skills and resume writing, job search information

Classroom Policies & Procedures

- The teacher will follow and enforce all school policies, including those regarding attendance, cellphones, dress code, food, etc. unless otherwise established by the teacher.
- Attendance is mandatory. Most assignments will need to be done in class to be completed successfully.

Course Grading Guidelines

- Successful completion of Career and College is a requirement for graduation.
- Students will be graded on the quality, completion and timelines of the senior project.
 - Timeliness of completion and submission are attached to the grade of some assignments. Students must meet all deadlines.
- The Senior Project Folder must be completed at the “meets” level for the student to receive credit.
 - All assignments on the “Senior Project Checklist” must be completed before submitting your final Senior Project Folder.
 - If students are unable to complete the project by the end of 1st Semester due to having an pre-approved project that will occur after January of their senior year, then they will need to complete a “X” grade contract that will be approved and signed by the parents/guardians, teacher, mentor and counselor in order to avoid receiving an F.

- Students who do not turn in enough assignments and/or hours for a passing grade in January will be assigned in Senior Transitions during the second semester until project/assignments are complete. Be sure to communicate with your teacher if you are having difficulties with your project and/or obtaining the required hours.

Job Card	Job cards record a date, a start time, and an end time, describe an overview of what you did, and must have a mentor sign off on your completed hours listed. You will use this information to write a journal log. For every work session listed on a job card, there should be a journal log that gives detailed information about time spent and what you learned.
Journal Logs	Journal Logs are opportunities to record and clarify the process of your project. They also allow you to record and reflect activities in regards to your senior project. Journal Log prompts/entries should be completed as assigned in your Senior Transition class. Each journal entry must include a written Reflection. The requirements for a Reflection are described below.
Reflections	Reflections are a required part of each journal log. They are an opportunity for you to write down what you did each time you completed hours and then reflect on it. Reflections should include how this ties your project to your future plans for education and career.
Visual product	Your visual product is the visual representation that your project happened! It can be photos, a final product (i.e. painted car, music you wrote, book you wrote, etc.), artifacts from your project (notes taken, business cards collected, brochures, etc.). Be sure to have parent permission for all photos or videos of children under the age of 18. A picture with your mentor is recommended. This must document your project along the way, so do not forget to include this as part of what you are doing from the start!
Project folder This should be it's own page	In a 3 prong folder, include the following in order: <ul style="list-style-type: none"> <input type="checkbox"/> Cover Sheet <input type="checkbox"/> Project Plan <input type="checkbox"/> Signed and completed Mentor Final Assessment and Mentor's Rubric. <input type="checkbox"/> Completed and signed job cards with all hours documented. <input type="checkbox"/> Project Reflections with all hours documented. <input type="checkbox"/> Visual Product. <ul style="list-style-type: none"> • Community Mentor Consent Form • Parent Notification Form

	<ul style="list-style-type: none"> ● Selecting a Community Mentor <p>EPP CRLE proposal and reflections</p>
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Senior Project Overview

The Senior Project is comprised of following 4 major components:

Component #1: The Project and Project Folder to be completed in Career and College.

- The Project:

- 20-40 hours of learning experience that potentially relates to your future and should involve some community service or learning.

- Involves a Project Mentor (as outlined in the handbook).

- The Project Folder [Due December 21st 2018] contains the following items in order:

- Cover Sheet with: Senior Project Title, Student Name, and Teacher.

- Project Plan

- Project Mentor's Final Assessment

- Project Mentor's Rubric

- Signed Job Cards

- Project Reflections

- Visual Product (see: Senior Project Quick Reference Guide)

Component # 2: The Research Paper completed in English class:

- Six to ten pages, incorporating claim/evidence/commentary strategies.

- Evidence is cited in accordance with MLA documentation and includes Works Cited.

Component # 3: The Final Portfolio submitted in English class:

- The Senior Project Folder (as described above), the Senior Research Paper, and a few other items that enhance the student's work. This FINAL PORTFOLIO serves as proof of meeting state and district graduation requirements.

- Goes to the senior panel judges for review before the speech.

Component # 4: The Speech completed in English class and presented for Senior Panel.

- 8-10 minute presentation of your paper and project to a panel of judges
- A visual aid for your presentation (e.g., PPT, Prezi, Google Slides)
- Includes a completed product that is often also the visual product or the product itself.

We ask that students and parents read through this handbook, sign and return the appropriate forms per instructions and note that items in bold on the timeline are items with absolute due dates. It is recommended the work be completed well before each deadline so that unforeseen events do not cause work to be late.

Additional Dates to be aware of. May 23, 2018 and May 24, 2019 SENIOR BOARDS
June 1, 2019 GRADUATION

Senior Project Checklist

This form is to be completed and updated regularly by each student and will be shared with the Career and College teacher throughout the project. Due Date Done

Signature Forms

- Parent & Mentor Approval / Senior Project Plan Typed (Parent/Mentor/Teacher)
- **Project Mentor final Assessment (Mentor)
- **Project Mentor's Rubric (Mentor)
- **Job Cards (Mentor) Assignments
- **Project Reflections- (See "Reflection Guide")
- **Visual Product (See "Quick Reference Guide")
- Artifacts and Photos Representing your Project Experience

**** Items that need to be turned in during the SENIOR Year in Career and College 12**

Selecting a Senior Project Your Senior Project must:

1. Take at least one of the following approaches:
 - a. Invent or design something
 - b. Make a contribution to society
 - c. Research a career through job experience and training
 - d. Seek a solution to a problem
 - e. Conduct an experiment or other in-depth research
2. **Involve an adult mentor** (over 21 years old and not an immediate family member) from the community:
 - a. To provide expertise related to the project experience
 - b. To maintain ongoing collaboration and assessment

Each student is responsible for working with their Career and College teacher to establish a work plan and timeline for the Senior Project.(This would be in Senior Transition Class) Each student will receive a grade and credit for the Senior Project based on the quality in which it is completed. Each student is responsible for selecting a Community Mentor, providing them with the necessary information and paperwork, and communicating with them.

Use the chart below to guide your project idea and provide you with possible project elements, applications, and products.

Career or Field of Interest	Possible Projects (Students are encouraged to selected a project that benefits the community or another individual)	Product Possibilities (The options below can be used to help develop the “Visual Product”)
Fabrication / Construction	<ul style="list-style-type: none"> ● Train and shadow with a builder ● Design home or commercial building using green technology ● Volunteer with non-profit organization (Habitat for Humanity or churches) 	A combination of the following, including, but not limited to: <ul style="list-style-type: none"> ● Photos - videos ● Training schedule ● Informational interview
Arts (Culinary & Creative)	<ul style="list-style-type: none"> ● Create a cookbook of original recipes and host a tasting event ● Design and / or sew a product (clothing, quilt, etc.) for another individual 	A combination of the following, including, but not limited to: <ul style="list-style-type: none"> ● Photos, videos ● Evidence of event
Arts (Fine & Performing)	<ul style="list-style-type: none"> ● Organize and host a gallery fundraiser ● Train and shadow with a professional artist ● Organize and participate in a school or community production or exhibition ● Teach an introductory class (family and friends excluded) ● Design and create a public artwork 	A combination of the following, including, but not limited to: <ul style="list-style-type: none"> ● Photos, videos ● Evidence of your students’ growth (work samples, graphs, scoring guides) ● Piece(s) of original artwork
Athletics	<ul style="list-style-type: none"> ● Coach with an after school program (sports team or other youth league) ● Organize and direct a youth sports 	A combination of the following, including, but not limited to:

	<p>tournament or camp.</p> <ul style="list-style-type: none"> ● Program creation or revitalization 	<ul style="list-style-type: none"> ● Evidence of planning (drill book, play book) ● Detailed schedule of events
Business / Technology	<ul style="list-style-type: none"> ● Train and shadow with a business professional (accountant, banker, marketing, IT, web designer, hotel management, travel agent) ● Rebuild computers and donate them to a worthy cause 	<p>A combination of the following, including, but not limited to:</p> <ul style="list-style-type: none"> ● Photos, videos ● Training schedule ● Informational interview ● Web page
Education / Social Service	<ul style="list-style-type: none"> ● Train and shadow with a teacher ● Volunteer / tutor with an after school program. (May not be a paid position.) ● Mental health/stressors survey and create a report or book on the results 	<p>A combination of the following, including, but not limited to:</p> <ul style="list-style-type: none"> ● Photos, videos ● Evidence of lesson planning
Health Science (Humans / Animals)	<ul style="list-style-type: none"> ● Train and shadow with a medical professional ● Participate in CMH Hospital volunteer program ● Work with a non-profit organization (Humane Society, Red Cross) 	<p>A combination of the following, including, but not limited to:</p> <ul style="list-style-type: none"> ● Photos, videos ● Informational brochure / video / presentation ● Certificate / badge
Journalism / Authorship	<ul style="list-style-type: none"> ● Intern with a newspaper or news station ● Intern with a published author ● Manage / edit the school literary magazine 	<ul style="list-style-type: none"> ● Complete a book. ● Create a literary magazine.
Natural Resources / Environment	<p>Train and shadow with a professional or environmental organization</p> <ul style="list-style-type: none"> ● Design and propose an alternative environmental service system (pollution control, water treatment, energy conservation) 	<p>A combination of the following, including, but not limited to:</p> <ul style="list-style-type: none"> ● Photos, videos ● Training schedule ● Informational interview ● Evidence of planning
Public Safety (firefighter, police, paramedic, military,	<ul style="list-style-type: none"> ● Train and shadow with fire, police, military, BLM or Forest Service ● Organize fundraiser for volunteer fire department ● Go through military training program 	<p>A combination of the following, including, but not limited to:</p> <ul style="list-style-type: none"> ● Photos, videos ● Training schedule

search and rescue, etc.)		● Informational interview
STEAM	<ul style="list-style-type: none"> ● Video game/character design ● Robotics ● Natural Resources/Fisheries Monitoring internship ● Coding/Website Development 	<p>A combination of the following, including, but not limited to:</p> <ul style="list-style-type: none"> ● Photos, videos ● Informational interview ● Web page

Project Log Guide

All project log entries must be typed in a Google doc and submitted to your Career and College Teacher for grading by the due dates in the Career and College Class.

For each Log Entry, consider and respond with the best application of where you are with your project at this time.

- Write thoughtful responses in complete sentences.
 - Use proper writing conventions (Grammar, Spelling, Punctuation, Capitalization, etc.)
- Each Log Entry should be labeled and formatted as outlined in the example.

Log Entry #1 Getting Started

- What are your thoughts and hopes about the Senior Project?
- What are a couple of concerns you have about the senior project?
- Identify what type of project you might want to do?

Choose from one of the five options below.

- Conduct an experiment or other in-depth research.
- Seek a solution to a problem.
- Invent or design something original.
- Make a contribution to society.
- Research a career through job experience and training.

Log Entry #2 Career Interest Research

- Based on your CIS profile results and career research what are some potential activities or area of study you might be interested in doing as a culminating project in your senior year?

- Who do you know that might be able to assist you with this project and what types of assistance do you anticipate needing from those who can support you?
- Describe your current ideas for your senior project.

Log Entry #3

Brainstorm

A brainstorm is a creative, spontaneous thinking process. You can get some ideas for your Senior Project by brainstorming. Take some time to think about the questions below. As you answer them, let your ideas flow without editing them; in a brainstorm the object is to get as many ideas out as possible, even if some of them might seem silly or unrealistic at first.

Remember, your Senior Project should be of personal interest to you. Write 1-2 paragraphs addressing one of the bullets below.

- What is something happening in the world that bothers you? What do you think should be done? What skills do you have now to help make this change happen? What skills would you have to learn?
- Is there a question or idea you would like to explore by doing an experiment or other kind of research? What kinds of resources do you think you would need to conduct your research?
- What are your hobbies or interests? How do they connect with things you learn in school? How could you turn your interests or hobbies into a product or event? (Be creative and bold: connections which at first seem shaky may turn out to be rich and deep.)
- Are there things you think people in your school or community need to know about (like recycling or gang violence)? How could you teach others about them?
- Is there a product or service you think would greatly improve the community?

Log Entry #4

Project Mentor

- Who is or could be your Project Mentor? Why did/would you select them?
- How did/would you initially contact the mentor?
- Describe the level of commitment that you will require of the mentor.
- What topics have you or will you discuss with the mentor?
- What exactly can the mentor help you with and how?
- When and how will you contact your mentor within the next week?

Log Entry #5

Planning Your Time

- Create a schedule with a timeline for the steps you need to take to complete your Senior Project. Consult the timeline for help.
- List the month you started (or plan to start) your project and what activities you completed (or plan to complete) that month.
- List each month up until the Senior Project's due date (End of December). Outline what you are going to accomplish each month.
- Write down the times you plan to meet with your Project Mentor during the process.

Log Entry #6 The Reflection Process

● Reflecting on your project is an integral part of the Senior Project process. Your reflections should connect directly to each of your Job Card entries. Follow the "Reflection Guidelines" listed below to practice the reflection process. Follow the formatting guidelines to familiarize yourself with how your Senior Project Reflections should look.

-Think of a school appropriate experience you have had this week. (something notable and new, challenging, or exciting.)

-Now write a list of how that experience unfolded. i.e. this should be a "play-by-play" of your experience.

- Read your "play-by-play" of events and think about all the details. What was said by you and others? How did you respond? What might you have done differently? What did you enjoy about the experience? What was frustrating? What challenge or setback did you experience?

- What part of your experience could be considered a career-related skill (advocated for yourself, were on time, etc.)?

- Use the questions listed in c. and d. to REFLECT on your experience and to guide you in writing a reflection.

● At the end of your written reflection, in parentheses and bold, write the date and total amount of time you had your experience. e.g.

Log Entry #7 The Visual Product

● Describe ideas you have for your visual/audio product. It must be something tangible – for example, a PowerPoint/Slides presentation, a DVD, an audio CD, an art portfolio, a scrapbook, a website, an engine block. (It can be anything else that can be seen, heard, touched or tasted.) Your project cannot simply be relating an experience that you had.

● What types of specific skills and knowledge will you use to create this product?

● Predict the barriers that might stand in the way of you completing this project. How might you overcome these barriers?

Log Entry #8**Next Steps**

- If your plan is completed what are the next steps you need to take with your Senior Project?
- What parts of your project or process are still unclear?
- What obstacles or challenges might you face and what could you do to overcome them?
- Who will you turn to for support (identify at least two supports and what they are specifically able to help you with) when you have a challenge and why?

Log Entry #9**Senior Review Panel**

- How are you planning to present for the Senior Review Panel? Describe in as much detail as possible.
- What concerns do you have about presenting for the Senior Review Panel?
- How are you going to make your presentation special or memorable?
- What type of (and how much) practice will you need? Log Entry #10 Summary
- In reviewing your work so far, summarize your accomplishments, discoveries, questions, frustrations, barriers, and successes.
- Describe the resources you have used to complete your project, including materials, software, information sources, mentors, or the community.
- Summarize your overall experience and what you learned in the process.

Parent & Mentor Approval Form Student

Name: _____

Career and College 11 Teacher: _____

Mentor Name: _____
 Mentor Email: _____ Phone #: _____

What is a Senior Project?

In order to meet state graduation requirements, your senior must participate in and successfully complete a Senior Project. This experience provides students the chance to design and implement a project that represents their interests, the knowledge and skills they have gained in school, and their vision for the future.

While students voluntarily select their own topic, every project must:

- Involve a mentor from the community
- Seek a solution to a problem, design or invent something original, conduct an experiment or other in-depth research, make a contribution to society, OR research a career through job experience and training
- Complete 20-40+ hours outside of their scheduled school day.

What will your student be expected to do?

In order to select the topic and Project Mentor, your student:

- Will need to participate in Senior Project activities or research during school hours and non-school hours
- May need to travel off campus to property or places not owned or operated by the school or district
- May need to use a phone, email or internet to research ideas or contact potential Project Mentors, and will not be under immediate supervision of school or school district staff when working on aspects of the project off campus

Your student will need to provide you with additional details about her or his selected topic, Project Mentor, project activities, and expected timeline for project completion. Please check in with your student often regarding project progress.

I have been notified that my child will participate in activities related to the selection of a topic and will work with a project mentor for the Senior Project.

Parent Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Mentor Signature: _____ Date: _____ (If needed)

Teacher Signature: _____ Date: _____

Senior Project Plan

Your project plan needs to be typed, include complete sentences with thoughtful responses and use proper writing conventions (Grammar, Spelling, Punctuation, etc.)

Student name: _____

1. Thoroughly explain what you will be doing for your senior project. How will you spend your time and what will your final product look like. What do you want to accomplish and how will you know when you've accomplished it?

2. Describe how much money or other resources you think you will need for this project. Anticipate expenses for materials, supplies, services, etc.

3. Explain how this project is either new to you or a much higher level of something you already have experience with.

4. How does this topic connect to your plans after high school?

Mentor Signature: _____ Date: _____

Parent or Guardian Signature: _____ Date: _____

Career and College Teacher Signature: _____ Date: _____

Senior Project Job Card

Student Name _____ Supervising Teacher _____
 Mentor Name _____ Phone Number _____

Your Mentor must check and sign your Job Card each time you complete 10 hours or 10 Job Card Entries (whichever comes first). You may work on this digitally or by hand, but you will need to print it for your mentor's signature, and turn in signed copies. (Use 15 minute time increments per listed activity. i.e. 1 hour and 15 minutes or 1.25 hrs.)

Date	Abbreviated Narrative Reflection: Note what you did - specific things, people, places, effort, challenges, learning, fun, etc.	Start time	End time	Total hours
TOTAL HOURS COMPLETED AND APPROVED FOR THIS JOB CARD				

Mentor: Please check Job Cards regularly and sign each time the student has completed 10 hours or 10 entries (15 minute minimum per entry). Your signature indicates approval of the time spent and work completed on this job card. A minimum of 2 Job Cards need to be completed.

Mentor Signature _____ Date _____

Project Reflection Guide

Directions: Immediately after logging your hours, use the following sentence to connect to your project on a deeper level and to support you in completing your Project Reflections. Be sure to include specific details and examples in your reflections. Hint: Copy and paste some of these prompts into your Project Reflections for efficiency!

1. I made progress on my project this week by
2. Goals set with my mentor that I have met include:
3. A challenge, setback, or obstacle that I experienced was: a. I dealt with this by:
4. Possible career-related knowledge or skills gained include:
5. Artifacts (photos, videos, pamphlets, documents, etc.) I have collected for my product thus far include:

Follow the correct format described below when completing the Project Reflections.

- At the end of each reflection, the date and time spent on that date should be recorded and formatted with bold font.
- The total hours at the top of the page is a running total of ALL of the hours spent. When your project is complete, this number should match the total number documented within your reflections and on your job cards. I.e. 25 Total Hrs.
- The title of your project should be descriptive and concise.

Project Reflection Example

Student Name Project: Early Childhood Education

Total Hours: 3 hrs 45 mins

Reflection # 1

I've decided that I want to explore early childhood education, so I contacted Head Start to see if I could find a project mentor. They gave me three names of teachers who have either associate degrees or bachelor degrees in early childhood education. After talking with all three of the teachers, I chose Aurora Phillips to be my mentor. Today, I spoke with Aurora, who is the head of the Early Learning Program at Head Start. She agreed to meet with me on Wednesday to talk about my shadowing experience and to begin talking about how and when I will begin using reinforcement techniques to promote certain types of behavior and extinction of others. It's exciting to think about experimenting with these preschoolers. Right now it is hard to imagine that conditioning will actually alter their behaviors. The first thing I will be doing is shadowing Aurora partially to see what types of techniques she uses (knowingly or unknowingly) and also to begin to identify behaviors that are manageable and that are specific enough to focus on. (September 8, 2 hrs 45 mins) Reflection # 2 The progress on my project this session... etc... (September 9, 1hr)

Project Mentor Letter

Dear Project Mentor:

Thank you for supporting a Knappa senior in the culminating experience of the Knappa School District's Senior Project. The Career and College teachers help to coordinate this project at the high schools. The Senior Project provides students with the opportunity to design, develop, and implement a complex project that is academically rigorous and has personal relevance. We appreciate you sharing your time and expertise. Your ongoing work with the student will be essential to his or her completion of a successful project.

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

1. Produce a visual/audio product demonstrating the application of academic, technical and organizational knowledge and skills.
2. Create a project portfolio containing a collection of artifacts documenting the Senior Project from beginning to end.
3. Present the Senior Project to a formal board of judges made up of school staff and community members.
4. Write a reflective essay explaining challenges, acquired understanding and skills, unanswered questions and relevance to future goals.

In your role as mentor, we ask you to:

- Provide the student with advice and feedback pertaining to the project.
- Set goals with the student.
- Periodically verify the student's progress.
- Assess the student at the end of the project.

The student's final grade will be based partially on your evaluation. Your input in the process is essential and valuable.

Please review and sign the Community Mentor Consent Form (provided to you by the student) and return it to the student. Ongoing communication between you and the student you are mentoring is critical. If you have questions or concerns throughout the year, please contact the student's Career and College or English teacher. Also attached is a copy of the assessment for you to complete. This assessment will be due with the rest of the project materials at the end of December.

Again, thank you for your support and for taking part in this enriching experience!

Project Mentor's Final Assessment

Mentor: when complete, please return this to the student OR scan and email it to the student's Career and College Teacher.

Students fill out this section before giving to the mentor:

Student Name: _____

Project title: _____

CC12 teacher: _____ Phone: _____

CC12 Teacher e-mail: _____

Mentor Name: _____ Phone: _____

Mentor e-mail: _____

What specific knowledge of skills did you see the student learn or use in this project?

How would you assess the student's effort put forth in this project?

What do you believe was the student's greatest accomplishment?

What specific challenges did this student encounter and overcome?

Other comments:

Mentor signature: _____ Date: _____

Project Mentor's Rubric

Please check the appropriate boxes in the rubric below based on the student's work:

Collaboration & Professionalism	Exceeds	Meets	Needs Further Work
<p>Collaboration: Did the students initiate and maintain clear communication and a positive attitude when receiving feedback?</p>	<p>The student demonstrated exemplary skills and habits to support collaboration at school and in the workplace or community by:</p> <ul style="list-style-type: none"> ● Initiating and maintaining timely, ongoing communication with mentors. ● Giving and receiving feedback in a positive manner and implementing appropriate actions. ● Expressing ideas clearly and persuasively, asking clarifying questions an 	<p>The student demonstrated skills and habits to support collaboration at school and in the workplace or community by:</p> <ul style="list-style-type: none"> ● Initiating and maintaining ongoing communication with mentor. ● Giving and/or receiving feedback in a positive manner and implementing appropriate actions. ● Communicating ideas clearly, asking questions, and 	<p>The student required prompting from others to interact.</p> <ul style="list-style-type: none"> ● Required prompting from others to interact. ● Consistently missed opportunities for feedback to improve processes and/or products. ● Expressed ideas that lack clarity or have not been thought through and did not consistently listen attentively.
<p>Professionalism: Did the student maintain regular attendance, follow all requirements set forth by you, and take responsibility for actions and decisions?</p>	<p>The student demonstrated exemplary professional behavior expected at school and in the workplace or community by:</p> <ul style="list-style-type: none"> ● Completing tasks on time and exceeding agreed upon standards of quality. ● Taking responsibility for decisions and action and anticipating potential consequences. ● Exceeding expectations for attendance, use of time and commitment. ● Maintaining appropriate dress and appearance. ● Following requirements, security procedures, and ethical practices. 	<p>The student demonstrated professional behavior expected at school and in the workplace or community by:</p> <ul style="list-style-type: none"> ● Completing tasks on time and meeting agreed-upon standards of quality. ● Taking responsibility for decisions and actions. ● Maintaining regular attendance and productive use of time. ● Maintaining appropriate dress and appearance. ● Following requirements, security procedures, and ethical practices. 	<p>The student demonstrated little or no professional behavior expected at school, in the workplace or community by:</p> <ul style="list-style-type: none"> ● Rarely or never completing tasks on time and/or failing to meet agreed upon standards of quality. ● Not taking responsibility for decisions and actions. ● Not attending regularly and failing to use time effectively. ● Not maintaining appropriate dress and appearance. ● Not following requirements, security procedures, and ethical practices.
<p>Rigor/Value:</p>	<p>The product:</p>	<p>The product:</p>	<p>The product:</p>

<p>Did the product show knowledge and skills in the area of study for preparation for postsecondary education and successful employment?</p>	<ul style="list-style-type: none"> ● Shows the student was thoroughly challenged. ● Shows the student mastered a variety of advanced academic, technical, and organizational knowledge and skills in preparation for postsecondary education, training, or successful employment. ● Has real world value and significance 	<ul style="list-style-type: none"> ● Shows the student was challenged. ● Shows the student applied academic, technical, and organizational knowledge and skills in preparation for postsecondary education, training, or successful employment. ● Has real world value and significance. 	<ul style="list-style-type: none"> ● Shows the student was minimally challenged. ● Shows the student acquired little or no new knowledge and skills; shows the student did not apply knowledge and skills in the development of a product. ● Has little or no real world value or significance.
<p>Professional Standards: Did the product show planning with an effective process and varied materials?</p>	<p>The product shows evidence the student clearly and directly addressed the essential question and applied:</p> <ul style="list-style-type: none"> ● Extensive planning, careful attention to detail, and accepted conventions, codes, regulations, etc. ● A wide variety of advanced resource materials and/or equipment. ● An extensive, in-depth and insightful application of processes and problem-solving strategies 	<p>The product shows evidence the student addressed the essential question and applied:</p> <ul style="list-style-type: none"> ● Thoughtful planning, attention to detail, and accepted conventions, codes, regulations, etc. ● Varied resource materials and/or equipment. ● Effective processes and problem-solving strategies. 	<p>The product shows evidence the student made a minimal or unclear attempt to address the essential question and applied:</p> <ul style="list-style-type: none"> ● Limited or no use of resource materials and/or equipment. ● Limited or no problem solving strategies. ● -OR- There is no discernable product.

Thank you for your feedback and support!

You have helped to provide this student with a meaningful experience connecting high school experiences to the post-secondary world or providing them with a glimpse into their potential future career. If you have questions, concerns, or additional comments, please feel free to contact the student's Career and College teacher or their school's Senior Project Administrator.

Mentor signature: _____ Date: _____

Senior Project Folder Scoring Guide

STUDENT NAME: _____ PROJECT: _____

PROJECT FOLDER IS COMPLETE WITH ALL REQUIRED DOCUMENTS IN ORDER (see pages 4 & 5)

		10 = Mastery		8=Advanced		7 = Meets		0=Incomplete
Total Hours	20	Completed at least 40 project hours.	16	Completed at least 30 project hours.	14	Completed 20 project hours.	0	Did not complete at least 20 hours
Challenge/ Difficulty	10	Very challenging for student and required extraordinary effort. 10 Something entirely new or a much more advanced level.	88	Challenging for student and/or required more effort than average. If not new, the project was approached in a fresh manner.	77	Minimal effort or challenge was required. Student showed minimal interest in the project.	00	Student was not challenged or did not put forth effort 0 Student did not demonstrate interest in the project.
Evidence of Planning/Tim e Management	10	The student started right away and planned ahead; when faced with setbacks, the student sought alternatives. 10 Project turned in on time with all the required documents in complete and in order.	88	The student started in a timely fashion and spaced out the work; when faced with setbacks, the student sought alternatives. 8 Project turned in on time, and complete	77	The student was not careful to plan ahead, but accomplished the task. 7 Project turned in late some documents may need revising.	00	The student did not plan ahead and the task was not accomplished; when faced with setbacks. 0 Project turned in but missing required documents.
Documentatio n And Effort	10	Mentors final assessment	8	Mentors final assessment	7	Mentors final assessment	0	Mentor felt the

	10	reflects the student's ability to effectively work in a collaborative and professional manner. Job Cards are organized, complete, accurate & signed.	8	reflects student's ability to work most of the time in a collaborative and professional manner. Job cards are complete, accurate and signed	7	reflects the student's ability to adequately work in a collaborative and professional manner. Job cards are accurate and signed.	0	project/effort was inadequate. Job cards are incomplete or inaccurate or unsigned
Visual and Reflections	10	Reflections effectively document the experience and are correctly formatted. The visual product is an excellent representation of the student's learning and work.	8	Reflections document most of the experience but need better formatting. The visual product is a good representation of the student's learning and work.	7	Reflections are good but lack depth or are not formatted correctly. The visual product is an adequate representation of the student's learning and work.	0	Reflections are inadequate and are not formatted correctly. There is no product or visible representation of the student's learning and work.

Scoring Guide: 90-100=Mastery 80-89 = Advanced 70-79 = Meets 69> = Incomplete

Total Score=	Comments:
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