Senior Project (Extended Application) Standard
Students will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the students personal, academic, and/or career interests and post high school goals.
Assignments
Use the dates* listed below to manage your time and plan ahead. Remember, the Senior Project is required to graduate from Newberg High School.

*note: some dates are approximations and may be subject to change at advisor’s discretion

Outline of Personal Statement (support for Sr. Project) April 2015

Project Proposal–approval window #1 (spring):
Mentor Contract: 5/22/15
Project Proposal Letter (and related documents): 5/22/15

Personal Statement-Final (support for Sr. Project): 9/22/15

Project Proposal–approval window #2 (fall):
Mentor Contract: 10/13/15
Project Proposal Letter (and related documents): 10/13/15

Monthly Reflection Logs (Minimum of 5 logs, each due the last Thursday of the month)
Reflection Log #1 (may be an accumulation of summer work) 9/24/15
Reflection Log #2 10/29/15
Reflection Log #3 11/19/15
Reflection Log #4 12/17/15
Reflection Log #5 1/28/16
Reflection Log #6 2/25/16
Reflection Log #7 3/31/16

Project Completion: 3/28/16

TigerCon-Senior Showcase (date TBA): early April

Formal Presentation (dates TBA): early-mid April

Reflection Paper: 4/28/16

Sr. Project Portfolio (all the above assignments and related documentation) 4/28/16
NHS Senior Project 2015-2016

An Overview

Senior Project is designed to meet the Extended Application portion of Diploma requirements for graduation in the State of Oregon. It gives students the opportunity to create a relevant project connected to their future goals. Through the Senior Project, students apply academic standards, essential skills, technical knowledge, and other skills appropriate to their personal and/or career interests and post-high school goals. Students are asked to reflect on their future aspirations, to design and implement a project that allows them to develop new skills, to present their learning in front of an audience and to reflect upon their learning.

Students who successfully complete a Senior Project will meet the following state graduation requirements:

- Demonstrate extended application through a collection of evidence.
- Demonstrate career related knowledge and skills, personal management, team work, communication, problem solving, employment foundations and career development.
- Participate in career related learning experiences.

Your project will have the following components:

- **Rigor:** Is the project challenging? Are you applying your knowledge and skills in a new and/or complex way? Do you have to learn something in order to complete it?
- **Relevance:** How does your project relate to your Personal Education Plan, including your post high school goals and aspirations?
- **Reflection:** You will reflect on your learning and experiences and make clear and meaningful connections with your Personal Education Plan.

Your project will allow you to demonstrate:

- **Personal Management:** Manage your time, resources and responsibilities. Exhibit appropriate work ethic, and behaviors.
- **Problem Solving:** Use decision-making problem solving techniques effectively.
- **Communication:** Demonstrate effective communication skills to give and receive information.
- **Teamwork/Collaboration:** Demonstrate teamwork and ability to effectively work with others.
- **Employment Foundations:** Demonstrate academic, technical and organizational knowledge and skills required for successful employment.
- **Career Development:** Demonstrate career development skills in planning for post-high school experiences.

Extended Application online reference document:
http://www.ode.state.or.us/teachlearn/certificates/cam/pdfs/implemguide/implementationguide200304.pdf.
Step One

Make a plan and get your project approved

1. **Make a plan and identify a project:**
   - Choose an area of interest based on your Personal Education Plan. Reflect upon your talents, interests and post high school aspirations.
   - Choose a project that supports your post-secondary plans and is personally relevant and rigorous (no fundraising projects!—unless your plan is to become a professional fundraiser)
   - Choose a mentor based on your area of interest.

2. **Complete Senior Project Proposal**
   - Develop your essential question (guiding question) to guide your process and learning.
   - Consult your advisor and mentor throughout this process to gain feedback on your proposal.

3. **Complete a Student & Mentor Contract.** (turn in with project proposal)

4. **Turn-in your Senior Project Proposal and Student & Mentor Contract** to your advisor by the designated due date.

5. You may begin your senior project once you receive confirmation that your senior project has received final approval.

Step Two

Execute your project and gather evidence

1. Complete the planned project. (*meet with mentor on a regular basis*)
2. Log goals, tasks and time spent on project

Step Three

Present to an audience and Showcase experience

Students will present their learning in an 8-12 minute presentation to an audience. The presentation will have a clear opening and closing, convey their learning and application of the Career Related Learning Standards. In addition to a formal presentation, seniors will publicly showcase their experience at a community event. (*TigerCon or a comparable community event*).

Step Four

Reflect on your learning

Students will write a 2-3 page reflective paper after the presentation is complete. Follow MLA Essay Writing Guidelines and address the following: (*Refer to details outlined in this packet for further information*)

- How did you apply each of the following career learning standards during your work on your project? What were your challenges and successes? What new learning will you take with you in your post–high school endeavors? What specific skills did you apply in each of the following areas? Problem Solving, Communication, Teamwork & Collaboration, Employment Foundation, Career Development, Presentation
Directions
1. Type a well structured proposal letter that includes all of the information listed below. *An example Sr. Project proposal letter is located towards the back of this Sr. Project Guide. Staple your proposal letter to this document.*

2. Choose a project topic and complete your proposal in consultation with your mentor.
   
   *Consult with your advisor to gain feedback for further revision.*

3. Signatures: Student, Mentor, Parent, and then Advisor
   
   *NOTE: If your project involves school time, resources and/or property, it must be first approved by anyone that may be appropriate for your project (athletic director and/or activities director) before it will receive an advisor’s signature to move forward through approval process.*

4. Advisor must give initial approval before your proposal moves on for final review and approval.

5. Advisory Coordinator/Designee will facilitate final approval

INCLUDE ALL RESPONSES TO THE FOLLOWING IN A WELL STRUCTURED TYPED LETTER (REFER TO EXAMPLE) ATTACH TO THIS DOCUMENT

**Essential Question** - What essential question will guide your research & work? *What is your overall learning objective?*

**Project Description** - What do you plan to do? Provide an overall description of your creation, event, service or exploration.

**Personal Education Plan Connection** - How is this project connected to your Personal Education Plan? *What are your future career and/or educational goals and how will this project help?*

**RIGOR: Learning Stretch** - What specifically will be new and challenging to you in the process of completing this project?

**Evidence**- What evidence will you provide to show the planning and implementation of your project?

**Visual Aide** – How will you visually enhance your presentation? *(Object, pictures, CD, movie, etc)*

**Project Timeline** – Create a project timeline of the most important activities/tasks related to your project. *We recommend that you plan backwards, first identifying when you would like your project to be completed*

**Estimated Budget** *(if applicable)* - Clarify the potential cost and who will pay for the project. *How will you pay for your project? Parents and mentor must review this section.* Use the following layout to communicate your budget in your typed proposal letter.
Senior Project Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Cost</th>
<th>Shipping</th>
<th>Subtotals</th>
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Total

Parent Consent — to be filled out by parent/guardian

As the parent/guardian of who is a student enrolled at Newberg High School, I am aware that my son/daughter must pass all phases of the Extended Application (Senior Project) in order to graduate.

I understand that my son/daughter has decided to do the following project:

________________________________________________________________________

________________________________________________________________________

I fully understand that the selection of the senior project is a decision made independently but with the approval of the staff and administration of the high school. All consequences of the senior project work choice, production, or experience, unless otherwise stated, rest solely with the student and the parent. All written work must be appropriate for a high school audience. I also realize that the senior project must demonstrate a "learning stretch" for the student.

The student and parent/guardian whose names are signed below accept full financial and legal responsibility for any cost or travel and the conduct of the student.

Parent Signature ________________________________ Date ____________

Student Signature ________________________________ Date ____________
What is a mentor?
Someone who has knowledge and experience in your topic and can provide support and guidance in completing your project

What can a mentor do for me?
- Answer questions
- Provide guidance, encouragement, and motivation
- Give you information on how to access resources
- Help you develop relevant research topics and research questions
- Provide a lot of “how to” information for your project

How do I find a mentor?
Ask people! Ask friends, family, teachers, etc. if they know anybody in your topic area who would be willing to mentor you. Search in the community for someone working in the field. If you have been involved with an organization related to your topic, they may be of help to you.

How involved does the mentor need to be? VERY!!!
Student and mentor are encouraged you meet on a regular basis. Your mentor must be aware of each step you are accomplishing. This person will be responsible for signing your time log sheets and for completing a Mentor Evaluation form for you at the completion of your project.

Who can be a mentor?
- Has related expertise and a minimum of 4 years experience in your topic area.
- Has the knowledge base that will help your specific project.
- Is available to meet with you on a regular basis

Who can NOT be a mentor?
Parent/Guardian, relative, an individual that the student lives with or an NHS staff member can NOT be mentors.

Can I have more than one mentor?
Yes. If you are doing a multi-faceted project, it may be to your benefit to have more than one mentor.

Does my mentor have to live in the community?
It makes it a lot easier if the mentor works or lives close by. Your mentor needs to see your product at its various stages and this would be difficult with a distant relationship. The mentor also has to evaluate your final product.
Mentor & Student Contract

Spring Due Date: ____________  Fall Due Date: ____________

The student with his/her mentor should work together to complete this contract. This contract lists the expectations the mentor and student have for each other. It helps focus your meetings and provides direction. **Make a copy for the mentor and student. It will be needed later in the year.**

**Student Information**

<table>
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<tr>
<th>Student Name</th>
<th>Advisor</th>
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<td>Student Phone/email</td>
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Brief Description of Senior Project

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<th>How long have you known your mentor?</th>
<th>How did you find mentor?</th>
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**Mentor Information**

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<tr>
<th>Mentor Name</th>
<th>Contact Phone Number</th>
<th>Email</th>
<th>Address</th>
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City 

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Please list your qualifications and experience in the subject area of the student’s project:

If the project involves organizing an event, the mentor must attend the event to supervise and evaluate. This is very important. If it is impossible for the mentor to attend the event, the student must find a staff member to fill in.

I agree to mentor this student on the required Senior Project. I agree to meet with the student a **minimum of 2 times a month** in order to monitor and review the student’s progress. I agree to provide an honest evaluation of the student’s work.

**SIGNATURES of support and approval**

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<th>Student</th>
<th>date:</th>
<th>Advisor</th>
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<tr>
<th>Parent/Guardian</th>
<th>date:</th>
<th>Mentor</th>
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Senior Project Progress Log

Use this log to track your progress, reflect on learning, and plan next steps. Describe or attach evidence of your progress. Turn in your progress logs to your advisor on or before the due dates listed to the right.

<table>
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<tr>
<th>Progress Log 1</th>
<th>Month</th>
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<td>Progress Log 2</td>
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<td>Progress Log 3</td>
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<td>Progress Log 4</td>
<td>Month</td>
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<tr>
<th>Student Name</th>
<th>Date recorded</th>
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<tr>
<td>Advisory Teacher</td>
<td>Total hours this log</td>
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| Mentor Signature | Cumulative hours logged |

Exactly what I accomplished, including tasks, resources, and costs:

Challenges/solutions, feelings/thoughts:

When, where, what I will do next on my project:

Describe and/or attach your evidence for this log:
# NHS Senior Project CUMMULATIVE PROGRESS Log

Student Name: ________________________    Advisor Initials: ____________

Mentor Signature: ________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Action/Result</th>
<th>Time Start</th>
<th>Time End</th>
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</table>
Senior Project Portfolio--Collection of evidence to support the graduation requirement

Evidence of your project and learning from your project is to be compiled in a 3-ring binder (portfolio). Use the following checklist to guide the progress of your portfolio development. The listed items are required. You may add anything to your portfolio that you are proud of, so don’t let this list limit you.

Use the following to help you complete and organize your Senior Project portfolio.

- Table of Contents
- Advisor Portfolio Evaluation form (may be included by advisor)
- Approved Project Proposal
- Mentor Contract
- Documentation of Senior Project to show SUFFICIENT EVIDENCE of Career Related Learning Standards.
  - Evidence to prove a minimum of 30 hours Include evidence that you listed in your proposal, calendars, time log sheets, etc. to show the total time you spent on your project.
    - Reflection Logs (minimum 4) and cumulative log
  - Copy of Thank You letter(s)
  - Mentor Evaluation

Evidence of Project (evidence will vary depending on nature of your Senior Project)

- Presentation outline
- Photographs
- Journal entries
- Handouts
- Copy of Power Point
- Created documents
- Other

- Senior Project Presentation Rubrics-(evaluator’s scoring of formal presentation)
- Senior Showcase (TigerCon)-evidence of participation (or advisor/administrator signature of participation)
- Reflection Paper-Final Draft

Required Portfolio Organization
- Separate sections with dividers.
- Organize information chronologically.
- LABEL EVERYTHING. Remember, the portfolio tells the story of your project.
- Make portfolio look professional. Free of errors, typos, etc. Don’t just spell check but **proofread**!
Guidelines for a Sufficient Collection of Evidence

The guidelines show each of the three Extended Application (Senior Project) traits (Relevance, Rigor, Reflection), followed by clarifying questions, a space to check progress, and an area for listing the specific location of the evidence. Students should routinely use the clarifying questions and check-off space provided to track their progress and to ensure their collections show enough evidence of all three Extended Application traits. Using these guidelines will help students to be sure their collections are complete and ready to be scored.

**Extended Application (Senior Project) Standard**

Students will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the students personal, academic, and/or career interests and post high school goals.

**Does the work sufficiently represent the Extended Application standard?**

The collection must include:

- **Relevance**
  - Evidence of personal relevance. Students show clear connection between their work and their post-high school goals and plans as they have developed or evolved. They show evidence of new learning, ideas, results or conclusions.

- **Rigor**
  - Description of academic and specialized knowledge and skills appropriate to context. Students explicitly describe the academic and specialized knowledge and skills they used. They demonstrate an understanding of how these knowledge and skills are appropriate to their education plans and post-high school goals.
  - Application of learning to new contexts. Students apply and extend academic and specialized knowledge and skills in complex or non-routine situations, where the student uses some individual responsibility and autonomy.

- **Reflection**
  - Reflection on applied learning and connection to goals. Students reflect on how they applied academic and specialized knowledge and skills in complex or non-routine situations. They also describe how their work relates to their post-high school goals.

**Is there sufficient documentation of the students’ work?**

The collection must include:

- **Documentation of process.** Students explain the steps involved and types of activities, communications, or research used when putting together their collection of evidence.

- **Tangible documentation of products.** Students provide tangible evidence of their work through photos, video, written pieces, etc.

- **Record of reflection.** The collection of evidence must include some form of written and/or verbal record of reflection.
# January 2005 - Extended Application Standard Scoring Guide

Apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the student's personal, academic, and/or career interests and post-high school goals.

<table>
<thead>
<tr>
<th>RELEVANCE</th>
<th>RIGOR</th>
<th>REFLECTION</th>
<th>OVERALL SCORE</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates evidence of personal relevance.</td>
<td>Applies and extends academic and specialized knowledge and skills to new situations.</td>
<td>Reflects on learning and connection to post-high school goals.</td>
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### 3 ABOVE STANDARD

- Above standard means that evidence is thorough, in-depth, insightful, or exceptional in some way.

### 2 MEETS STANDARD

- Demonstrates a connection to post-high school goals and plans as they have developed or evolved.
- Shows evidence of new learning, ideas, results, or conclusions appropriate to the student's personal, academic, and/or career interests and post-high school goals.
- Applies academic and specialized knowledge and skills appropriate to the student's personal and academic and/or career interests and post-high school goals and plans.
- Reflects on relevance of evidence (i.e., connection to post-high school goals and plans, and evidence of new learning, ideas, results, or conclusions).
- Reflects on rigor of evidence (i.e., application of appropriate academic and specialized knowledge and skills in complex or non-routine situations). Evidence is adequate and demonstrates overall proficiency in applying relevant and rigorous academic and career-related knowledge and skills.

### 1 BELOW STANDARD

- Below standard means that the evidence meets sufficiency criteria, but is weak, incomplete, inappropriate, or limited in some way.

### 0 Insufficient Evidence

- Insufficient evidence for evaluation.

Note where evidence is found:

*The term academic should be interpreted broadly to include any knowledge and skills that are appropriate to a student's area of focus.*
<table>
<thead>
<tr>
<th>PERSONAL MANAGEMENT (Exhibit appropriate work ethic and behaviors in school, community, and/or workplace.)</th>
<th>PROBLEM SOLVING (Apply decision-making and problem-solving techniques in school, community, and/or workplace.)</th>
<th>COMMUNICATION (Demonstrate effective communication skills to give and receive information in school, community, and/or workplace.)</th>
<th>TEAMWORK (Demonstrate effective teamwork in school, community, and/or workplace.)</th>
<th>EMPLOYMENT FOUNDATIONS (Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.)</th>
<th>CAREER DEVELOPMENT (Demonstrate career development skills in planning for post-high school experiences.)</th>
<th>OVERALL SCORE</th>
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<td><strong>3</strong> ABOVE STANDARD</td>
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<td>Identifies tasks and initiates a plan of action to complete tasks.</td>
<td>Accurately identifies problems.</td>
<td>Communication (e.g., written, oral, visual) is clear, accurate, organized, and appropriate to audience.</td>
<td>Identifies and assumes roles within a team.</td>
<td>Applies academic and technical knowledge and skills in a career context.</td>
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<td>Evidence in the collection is adequate and demonstrates overall proficiency across all Career-Related Learning Standards.</td>
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<td>Completes tasks on time and meets established standards of quality.</td>
<td>Locates information that leads to solutions.</td>
<td>Uses traditional and technological methods to locate and convey information.</td>
<td>Works productively with others (e.g., negotiates, compromises, builds consensus, shares decision making, sets goals, manages conflict).</td>
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<td>Takes responsibility for actions and anticipates consequences.</td>
<td>Identifies and evaluates alternative solutions.</td>
<td>Uses technical and instructional materials for information and to carry out a task.</td>
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<td>Maintains regular attendance and is on time.</td>
<td>Selects a solution and a course of action.</td>
<td>Listens attentively and summarizes key elements of verbal and non-verbal communication.</td>
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<td>Interacts appropriately with others.</td>
<td>Plans and carries out a course of action.</td>
<td>Gives and receives feedback in a positive manner.</td>
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<td><strong>2</strong> MEETS STANDARD</td>
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The next step of your Senior Project is to publicly present your learning, which may include your peers, parents, staff and community members. Your formal presentation should be 8-12 minutes in length and include a visual aide that enhances your presentation. (Refer to Presentation Scoring Rubric)

**FORMAL PRESENTATION**

1. Introduce yourself (first and last name) and your project. Include an insight regarding your project that draws in the audience, and helps them listen closely to your presentation.
2. Describe how or why did you choose your project, and how it’s relevant to your future goals.
3. Discuss the process you went through to complete the final product, along with evidence for each of the following Career-Related Learning Standards:
   - Personal Management
   - Problem Solving
   - Communication
   - Teamwork
   - Employment Foundations
   - Career Development
4. Show your final product to the audience in a way that helps them experience it as much as possible: demonstrating how to use it in front of your audience, presenting a video of people exploring it, or showing a series of photos that document how it all came together.
5. Share your thoughts on what you’ve learned from the Senior Project process.
6. Conclude your presentation by giving thanks to people who have supported you through your Senior Project, and give your audience of students and parents a takeaway lesson: something they can learn from your experience about themselves, their community, or their future.

**Additional expectations to support a successful presentation:**
- Show up at least 10 minutes before your scheduled presentation
- Dress professionally
- Presentations must be between 8 and 10 minutes long.
- Days prior to presentation, check in with your hosting teacher especially if you have technology needs.
- PRACTICE! PRACTICE! PRACTICE!
- Be prepared to answer a variety of questions like the following:
  - What did you expect to learn in the process?  What did you learn through the work you did?  What insights did you gain?  What is your analysis of the project’s benefits?  If you had it to do over, what would you do differently?  What advice would you give to next year’s seniors about their projects?

**The Visual Aid**
Your presentation must be supported by a visual aid to assist with the demonstration, explanation, and presentation of your project for your audience. Your goal is to ENHANCE your presentation with the use of a visual aide.

Some suggestions for visual aids include:
- **Objects:** tools or materials that show or demonstrate your senior project.
- **Display boards:** diagrams, drawings, illustrations, maps, pictures, or brochures, etc., thoughtfully displayed on a presentation board or projected from a document camera.
- **Document camera:** Pictures, writing, maps, diagrams, etc. can all be projected using a document camera.
- **I-movie/Videotapes:** Segments of an event, rehearsals, practice, final video, highlights, (3 minutes or less)
- **Electronic Presentations (i.e. PowerPoint):** Presentations can be made using PowerPoint, Google Presentation, etc... It is your responsibility to know how to operate the equipment.

**SHOWCASE OF LEARNING—TigerCon** *(Spring—date TBA)*

Students will showcase their learning to the community at a Senior Project convention. Students are encouraged to create a tri-fold visual that captures the main elements of their project. Additionally, students should prepare a 2-3 min. speech that includes the essential question and key learning from the senior project experience.
Students will present their learning in an 8–12 minute presentation to an audience. The presentation will have a clear opening and closing, convey their learning and application of the Career Related Learning Standards. The student is expected to use a visual aide that enhances his/her project.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Advisor</th>
<th>Date</th>
</tr>
</thead>
</table>

**Evaluator**

**Presentation Topic**

_Circle the bullets in each box that best describes the student’s presentation._

<table>
<thead>
<tr>
<th>Ideas/Content</th>
<th>Visual Aide</th>
<th>Organization</th>
<th>Language</th>
<th>Delivery</th>
</tr>
</thead>
</table>
| 6  | • Purpose of the presentation is driven home
• Main idea is focused
• Specific details are strategically placed for effect | • Visual enhances the presentation and changes the way viewers looked at the project | • The intro is strong and creative
• Conclusion is accurate and imaginative
• Speaker’s thoughts make the presentation interesting | • Language is expressive and captivating
• Grammar shows deep knowledge of the English language
• Vocabulary is complex and varied | • Use of voice & tone changed the way people listened
• Constant eye contact
• Proper pronunciation |
| 5  | • Purpose is creative and inviting
• Main idea is focused
• Specific details are relevant and original | • Visual enhances the presentation and the viewers knowledge of the project | • The intro is well developed
• Conclusion is accurate and impacting
• Speaker’s thoughts are easily followed | • Language is expressive and well developed
• Grammar is flawless
• Vocabulary is complex and varied | • Outstanding use of voice & tone
• Constant eye contact
• Proper pronunciation |
| 4  | • Purpose is engaging to listeners
• Main idea is focused and clear to the listener
• Specific details support the main idea | • Visual is completed and adds to the understanding of the project | • The intro is developed
• Conclusion is accurate and developed
• Sequencing is logical w/appropriate transitions | • Language is used well
• Grammar is used well
• Vocabulary is appropriate to grade level | • Effective use of voice & tone
• Effective eye contact
• Proper pronunciation |
| 3  | • Purpose is emerging
• Main idea is discernable but needs help
• Specific details may not support the main idea | • Visual is used but seems incomplete and/or does not enhance the presentation | • Evidence of an intro exists but hard to identify
• Evidence of a conclusion exists but hard to identify
• Speaker’s thoughts are not easily followed | • Language is appropriate but not complex
• Grammar is appropriate
• Vocabulary shows lack of complete understanding | • Effective use of voice & tone
• Inconsistent eye contact
• Some words mispronounced |
| 2  | • Purpose is hard to define
• Main idea is not focused
• Specific details are insufficient to support the main idea | • Visual is missing major parts to support the presentation
• Visual does not enhance the presentation | • Evidence of an intro is lacking
• Evidence of a conclusion lacking
• Speaker’s thoughts are hard to follow | • Language complexity is below grade level
• Grammar shows lack of understanding of the language
• Vocabulary shows lack of understanding | • Little change in voice & tone
• Rarely made eye contact
• Mispronounced words |
| 1  | • Purpose is not discernable
• Main idea is not apparent, wanders
• Specific details are not included | • Visual is not available/not done | • No Evidence of an intro
• No evidence of a conclusion
• No line of thought is found/discerned | • Language is too simple for grade level
• Grammar inappropriate for grade level
• Vocabulary is detrimental | • Hard to hear the speaker
• Never made eye contact
• Mispronounced many words. |

**Rate student’s overall presentation (circle one)**

- 5/6: Exceeds
- 4: Meets
- 1-3: Needs Further Work

Pass (4-6):______  Redo (1-3):______

**Notes:**
Reflect on Your Learning

Format: Follow MLA Essay Writing Guidelines

Length: 2-3 pages

Reflection Content:
How did you apply each of the following career learning standards during your work on your project? What were your challenges and successes? What new learning will you take with you in your post-high school endeavors? What specific skills did you apply in each of the following areas? Problem Solving, Communication, Teamwork & Collaboration, Employment Foundation, Career Development, Presentation
Use the following to guide your writing. Discuss your learning experiences, not a description or whether you enjoyed the project. This is a reflection on your learning. If any part of the project was not a success, learning still occurred. Include your challenges as well as your successes. These will help you think critically about your experience.

- What did you learn about yourself through this project? (strengths, weaknesses, talents, traits)
- What specific skills did you apply during your project? (see chart below)
- What new skills, knowledge or habits will you be able to apply to personal or career pursuits in the future?
- Looking back would you have chosen the same topic knowing what you know now?
- What did you learn about preparing and presenting to a panel?
- What part of this project or process are you particularly proud of?
- Looking back on the entire project what would you do differently next time?
Reflective Paper Rubric

Students will write a 2-3 page reflective paper after the presentation is complete. Follow MLA Essay Writing Guidelines and address the following:

How did you apply each of the following career learning standards during your work on your project? What were your challenges and successes? What new learning will you take with you in your post-high school endeavors? What specific skills did you apply in each of the following areas?

Problem Solving, Communication, Teamwork & Collaboration, Employment Foundation, Career Development, Presentation

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Student Name_________________________ Evaluator______________________

Circle the bullets in each box that best describes the student’s paper.

<table>
<thead>
<tr>
<th>Ideas/Content</th>
<th>Organization</th>
<th>Sentence Fluency</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is clear.</td>
<td>The intro is strong and creative</td>
<td>There is natural flow of the language used.</td>
<td>Sentence ending punctuation is correct.</td>
</tr>
<tr>
<td>Main idea is focused</td>
<td>Conclusion is accurate and imaginative</td>
<td>Writing is easy to read aloud</td>
<td>Spelling is correct</td>
</tr>
<tr>
<td>Specific details support the main idea</td>
<td>Writers thoughts make the piece engaging to read</td>
<td>Sentence length, structure and complexity is varied</td>
<td>Grammar usage is correct</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is clear.</td>
<td>The intro is well developed</td>
<td>There is natural flow of the language used.</td>
<td>Sentence ending punctuation is correct.</td>
</tr>
<tr>
<td>Main idea is focused</td>
<td>Conclusion is accurate and impacting</td>
<td>Writing is easy to read aloud</td>
<td>Spelling is correct</td>
</tr>
<tr>
<td>Specific details support the main idea</td>
<td>Writers thoughts are followed easily</td>
<td>Sentence length, structure and complexity is varied</td>
<td>Grammar usage is correct</td>
</tr>
<tr>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>Purpose is clear.</td>
<td>The intro is developed</td>
<td>There is natural flow of the language used.</td>
<td>Sentence ending punctuation is correct.</td>
</tr>
<tr>
<td>Main idea is focused</td>
<td>Conclusion is accurate and developed</td>
<td>Writing is easy to read aloud</td>
<td>Spelling is correct</td>
</tr>
<tr>
<td>Specific details support the main idea</td>
<td>Sequencing is logical w/appropriate transitions</td>
<td>Sentence length, structure and complexity is varied</td>
<td>Grammar usage is correct</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is emerging</td>
<td>Evidence of an intro exists but hard to find</td>
<td>The essay is written in short, simple sentences.</td>
<td>Sentence ending punctuation is sporadic</td>
</tr>
<tr>
<td>Main idea is discernible but needs help</td>
<td>Evidence of a conclusion exists but hard to find</td>
<td>Writing is disjointed and hard to read aloud</td>
<td>Spelling is sporadic</td>
</tr>
<tr>
<td>Specific details may not support the main idea</td>
<td>Writers thoughts are not followed easily</td>
<td>Sentence length, structure and complexity is not visible</td>
<td>Proper grammar usage is found sporadically</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is hard to define</td>
<td>Evidence of an intro lacking</td>
<td>There is sporadic flow of the language used.</td>
<td>Sentence ending punctuation is correct.</td>
</tr>
<tr>
<td>Main idea is focused</td>
<td>Evidence of a conclusion lacking</td>
<td>Writing is easy to read aloud</td>
<td>Spelling is a challenge in the essay</td>
</tr>
<tr>
<td>Specific details are insufficient to support the main idea</td>
<td>Writer’s thoughts are hard to follow</td>
<td>Sentence length, structure and complexity is varied</td>
<td>Proper grammar usage has major gaps</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose is not discernible</td>
<td>No Evidence of an intro</td>
<td>There is no natural flow of the language used.</td>
<td>Sentence ending punctuation isn’t used.</td>
</tr>
<tr>
<td>Main idea is not apparent, wanders</td>
<td>No evidence of a conclusion</td>
<td>Writing should not be read aloud</td>
<td>Spelling makes ideas hard to follow</td>
</tr>
<tr>
<td>Specific details are not included</td>
<td>No line of thought is found/discerned</td>
<td>Sentence structure is not found</td>
<td>Grammar usage makes ideas hard to follow</td>
</tr>
</tbody>
</table>

Rate student’s overall paper (circle one) 5/6: Exceeds 4: Meets 1-3: Needs Further Work

Pass (4-6):_______ Redo (1-3):_________ Advisor:______________________

Notes:
May 27, 2015

Dear Senior Advisor or Senior Project Coordinator:

Ever since I was in elementary school I have wanted to be a Dental Hygienist. I think this might be because when my mother took me to the dentist, the hygienist was so friendly and caring. She let me look at all the tools she used when cleaning my teeth and she would always finish my treatment by giving me a new, bright pink toothbrush.

Because of my interest in Dental Hygiene and my love of kids, I decided to do my Senior Project in this field. My essential question is, “How can I educate elementary children about tooth care in a fun and interesting way?” In addition to research, I plan to spend sufficient time with the dental hygienist from my dentist’s office, Sherry Wilson, who will also be my mentor for my project. I will learn about what kids need to do to care for their teeth and then create a puppet show to help educate kids in a fun and interesting way. I hope to make the puppets or find some that will work. I will also contact a dental business to request donations of toothbrushes and toothpastes for the students.

My goal is to complete my senior project experience by the end of January. My plan is to contact the elementary schools in our district in September, specifically kindergarten or first grade teachers, in hopes of presenting my puppet show to their classes after winter break. I would like to complete my research and on sight learning with my mentor September through November so that I have December and early January to plan and prepare my puppet show.

I estimate needing to spend about $60 on supplies and materials to make the puppets and the set for the puppet show. I understand that I am responsible for all costs related to my senior project.

I understand that fraud or presenting something I did not do, as if I did, is illegal. I will do all the work and will not falsify any information concerning my project. I am fully aware that I am responsible for my own actions and will accept any consequences for my not being honest and truthful in any aspect of my project.

Sincerely,

Sign here

(Typed Name here)
Senior Project Mentor Thank You Letter Guidelines

- 1” margins all around
- Single space
- Double space between paragraphs
- Do not indent paragraphs
- Follow the format below

Your street address
City, State, Zip Code
Date (hit enter 4x)

Mentor’s name
Business Name (if applicable)
Street address
City, State, Zip Code (hit enter 2x)

Dear (Mentor’s name): (hit enter 2x)

**Paragraph One**
- “Thank you for …” Be specific for what you are grateful for i.e. volunteering time; sharing expertise; support with the product, etc.

**Paragraph Two**
- Explain how you have benefited and/or grown from your mentorship by identifying specific skills and knowledge you have gained through the experience.
- Describe your most memorable session and explain how it was significant or rewarding.
- Make reference to the product by explaining how the product demonstrates learning gained through the mentorship. Thank them for the help and guidance provided in creating the product.

**Paragraph Three**
- Thank your mentor again for the rewarding experience and learning opportunities provided.
- INVITE YOUR MENTOR to be in the audience of your Senior Project Presentation
- Provide contact information should they wish to contact you in the future (optional).

Sincerely, (hit enter 4x)

*Sign here (be sure to sign before mailing the letter)*

(Typed Name here)
Personal Statement

To support the selection of a meaningful and relevant senior project, students are strongly encouraged to complete the following Personal Statements as a means of reflecting on one’s goals and aspirations.

Note: While the Personal Statements are not a requirement for the Senior Project, they may be a requirement for advisory credit.

The four Personal Statements are aligned to the OSAC Scholarship application. For each personal statement, the length is "no more than 150 words".

**Personal Statement #1:**
Explain your career aspirations and your educational plan to meet these goals.

**Personal Statement #2:**
Explain how you have helped your family or made your community a better place to live. Please provide specific examples.

**Personal Statement #3:**
Describe a personal accomplishment and the strengths and skills you used to achieve it.

**Personal Statement #4:**
Describe a challenge or obstacle you faced in the last ten years. What did you learn about yourself from this experience?

**General Tips for OSAC Scholarship Application:**

Let your Personal Statements tell your story. Donors are looking for reasons why they should choose you for their scholarship award. Show the “unique you” in your Personal Statements and use correct grammar, punctuation, and spelling. Do not repeat information already included in your application, such as that your greatest accomplishment is your GPA. Focus on something unique about yourself! For all Personal Statements, pay attention to the topic and any length requirements.

You can also link all the specifics here:
http://www.oregonstudentaid.gov/eapp_essays.html

For the OSAC scholarship in general:
http://oregonstudentaid.gov/
NHS Senior Project
Mentor EVALUATION

We appreciate you taking time to mentor a Newberg HS student and support them in completing their senior project. We would appreciate you taking a few minutes to share your assessment. Please feel free to add anything else that you believe would help us.

Mentor Name_________________________Title:__________________

Company/Address/Phone_________________________

Student Name_________________________Date____________________

Using the following scale of 1-4 please rate the student in the following areas:

<table>
<thead>
<tr>
<th>4-Exceeds Expectation</th>
<th>3-Meets Expectation</th>
<th>2-Below Expectation</th>
<th>1-Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student initiated and maintained meaningful collaboration with a community member on his/her Senior Project design, development and assessment.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Student Appearance:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Dressed appropriately.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-Groomed appropriately.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Student Conduct:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>-Scheduled appointments in professional manner.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-Punctual for meetings</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-Behaved in a professional/appropriate manner.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-Maintained a positive and appropriate attitude</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. Communications:</td>
<td></td>
<td></td>
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<tr>
<td>-Related well to mentor and others.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-Asked appropriate questions.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-Can understand and take directions</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-Demonstrated interest in the experience.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>-Was receptive to new ideas</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. Overall Evaluation:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Student seemed to benefit from the experience</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

What suggestions do you have for improving our senior project program? (Use space on back as needed, including general comments)

Would you be willing to mentor another student in the future? (yes) (no)

May this information be shared with your mentee? (yes) (no)

Please return ASAP to: Newberg High School
Email to: or mail to: Attention: ______________________
2400 Douglas Ave.
Newberg, OR 97132 Phone: 503-554-4400 ext. _____