

Class of 2012

• Senior Project Workbook •



This Workbook belongs to: \_\_\_\_\_

Copies of this book may be downloaded from the school's website ~ [www.capetech.us](http://www.capetech.us)

## Senior Project Mission Statement

The mission of Senior Project is to create an opportunity for students to produce a culminating technical project that challenges them to demonstrate and display mastery of the technical, academic, and social skills needed for lifelong learning and success in a changing world.

## Acknowledgements

The development of this handbook was enhanced greatly by the ideas and forms of the following schools and organizations:

- Far West EDGE
- Jackson High School, Mill Creek, WA
- Tri-County High School, Franklin, MA
- Educational Performance Systems (LINKS)
- Nogales High School, Arizona

## Consider Having a Mentor to assist you in your efforts

All students are encouraged to have a mentor to assist them with their projects. Anyone can be your mentor: a family member, a friend or someone with expertise in your area of need. Think about your learning style. Where do you need the most assistance?

- Time management?
- Organization?
- Technical skills?

Students are welcome to ask a family member or family friend to mentor them through their Senior Project journey. Family/friend mentors do not earn a student extra credit. However, a family/friend mentor can help enhance the overall Senior Project experience and with their support and guidance, the quality of a student's work will likely be enhanced leading to higher grades overall.

### SOME MENTORS CAN EARN THE STUDENT EXTRA CREDIT

If the mentor is a community member with technical expertise in the student's product area and is not a family member (or recent CCT graduate), then the student may be eligible for extra credit. Technical members from the community may earn the student up to 10 extra credit points on the product phase.

Be sure to reference the school's Senior Project Website for the further information about:

- Additional information about Community Mentors
- Mentor Agreements forms
- Mentor CORI Forms

**ALL MENTORS WHO ARE NOT MEMBERS OF THE STUDENT'S FAMILY  
MUST COMPLETE AND RETURN CORI FORMS TO THE PRINCIPAL'S SECRETARY  
PRIOR TO WORKING WITH A CCT STUDENT.**

## Table of Contents

Copies of this book may be downloaded from the school's website ~ [www.capetech.us](http://www.capetech.us)

Consider Having a Mentor.....	2
Cape Cod Tech Senior Project Letter.....	4
Format and Grading Overview .....	5
Assignment Log & Teacher Grading Record.....	6
A Word About Due Dates .....	7
Senior Project Product Planning Sheet .....	8
Fundraisers.....	9
Product Journal .....	10
Senior Project Photo Sheet (optional) .....	11
Senior Project Photo Sheet (optional) .....	12
Product Evaluation 1 .....	13
Product Evaluation 2 .....	14
Final Product Evaluation .....	15
First Portfolio Checklist.....	16
Anti Plagiarism Tips .....	17
Developing A List of Focus Questions.....	18
Thesis Statement Selection.....	19
The Research Process: Taking Notes & Citing Your Sources.....	20
Paper Yes Test.....	21
Peer Edit of Preliminary Draft (optional) .....	22
Technical Content Verification.....	23
Research Paper Evaluation Form.....	24
Second Portfolio Checklist.....	25
Presentation Planning Sheet.....	26
Third Portfolio Checklist.....	27
Presentation Evaluation Form.....	28

Download the Following Pages by visiting [www.capetech.us](http://www.capetech.us)

Notes.....	30
Bill for Customers.....	31
Information for You and your Mentor.....	32
Mentor Agreement.....	33
CORI Form .....	34
Mentor Evaluation Forms .....	35
Head Judge Master Tally Sheet .....	38
Senior Project Portfolio Cover Sheet.....	39

## Senior Project Letter to Cape Cod Tech's Learning Community

Studies have overwhelmingly shown that students who participate in Senior Project programs develop stronger independent thinking and decision-making skills while experiencing the pleasure of learning something of their own choosing. Their academic skills improve as well, and they are motivated to strive for greater rigor in both academic and technical learning.

At Cape Cod Tech, Senior Project is comprised of the following 4 phases: Product, Paper, Portfolio, and Presentation! All four components of Senior Project carry equal weight.

The **Product Phase** is a "hands-on" experience or product related to some aspect of their vocational technical training. Products (and 1st phase of the Portfolio) are supported and graded by the student's Shop Instructor(s). Products can follow 1 of 2 paths. The first is a tangible demonstration of the student's technical skills. Starting with the class of 2010, students will be asked to incorporate elements of green technology into their projects (renew, reuse, recycle). The second type of project that students may pursue is a community service-based project where the student utilizes their technical expertise to benefit their community or a non-profit agency. In this situation, the student's project would help people directly or contribute to the health and well being of the people or the environment of Cape Cod.

The second phase is the **Research Paper**. The research paper requires the student to use specific skills such as written expression, research, organization, and time management to produce a paper on a topic related in some way to their product. Papers (and the 2nd phase of the Portfolio) are supported and graded by the student's English teacher.

The third phase is the **Portfolio**. The portfolio is considered the "paper journey", which follows the process and progress of each Senior Project and will be monitored and graded each trimester by the student's shop/academic teacher. The purpose of the portfolio is the documentation, record keeping and organization of all phases of the project.

The final phase is the **Presentation**. This is an oral presentation given by the student before a panel of judges. For the presentation, the student explains the learning that occurred during completion of his/her Senior Project. The judging panel will grade the student's presentation. Presentation phase is supported by the student's History teacher. The 3rd phase of the Portfolio is graded by the History teacher.

A successful Senior Project involves parent and teacher support as well as the student's initiative and self-discipline. By all working together, this can be one of the most rewarding experiences the students will have in high school!

Warm Regards,



Nancy Knight, Senior Project Coordinator  
508-432-4500 x342 or [n.knight@capetech.us](mailto:n.knight@capetech.us)

## Format and Grading Overview

Senior Project is the only course at Cape Cod Tech that is taught and graded by 3 different teachers: Shop, English and Social Studies. It is very important that each teacher and student be familiar with the entire sequence of learning activities throughout Senior Project. This page contains an overview. Please take the time to read over the entire workbook. Additional materials and teaching tools to support Senior Project can be found on Cape Cod Tech's Senior Project website: [www.capetech.us/senior-project](http://www.capetech.us/senior-project)

### Portfolio for All Three Phases:

- The purpose of the portfolio is the documentation, record keeping, and organization of the three phases of the student's Senior Project.
- The portfolio provides a consistent framework from which instructors can evaluate work and provide feedback to the student. Senior Project assignments from each phase will only be graded if they are placed in the student's portfolio (exceptions are: the student's research paper and the student's presentations). Pages are specifically listed as ~Portfolio Item~ at the top of each page.
- Additional copies may be printed off the school's website: [www.capetech.us](http://www.capetech.us).

### Product Phase:

- The objective of the product phase is for you to demonstrate mastery of the technical skills you have been acquiring during your shop training and it must be connected to the VTE curriculum of the shop in some way.
- Refer to the Senior Project Website site for additional resources for Technical Research, Databases and MLA formatting guidelines.

### Paper Phase:

- The research paper process allows you to demonstrate and display mastery of your technical literacy, research and written expressive skills.

### Presentation Phase:

- The purpose of the Presentation is to give students an opportunity to share the experience, knowledge and expertise they have acquired during their Senior Project journey.

### Grading:

- Shop instructors will meet with students at least three times during the Product Phase to ascertain student progress and to gauge the learning stretch and quality of student work. These meetings will be graded and part of the overall product average.
- Students are required to bring transportable projects in for instructor review/grading. Projects that are permanent to the landscape or are service oriented will require printed and dated photos. Receipts, blue prints, phone logs or journal entries, and other items that are deemed "appropriate in advance" by the instructor, may be used. Pictures accessible only by cell phones are not acceptable.
- The three evaluations plus the first phase of the portfolio equals 100% of your first trimester Senior Project grade.
- English instructors will meet with students during the Paper Phase to check student progress and to review all aspects of the Paper.
- The components of the Paper Phase plus the second phase of the portfolio equals 100% of your second trimester Senior Project grade as well as a portion of your English grade.
- Technical instructors will grade the technical content of the paper.
- Portfolios are worth 25% of each Trimester's Grade.
- Portfolios will be graded first trimester by the students shop teacher, second trimester by English and third by the social studies teacher.
- Judges will use a scaled rubric to evaluate the student's presentation.
- Speech content, presentation and delivery, learning stretch, question and answer period and portfolio will all be included in the grade determination.
- The results of the presentation plus the third phase of the portfolio equals 100% of your third trimester Senior Project grade.

## Student Assignment Log & Timeline

~ Portfolio Item ~ Due for Multiple Portfolio Checks ~

**ALL assignments must be in your portfolio for grading.**  
**Missing or late items will receive reduced credit.**

Name: \_\_\_\_\_ Shop: \_\_\_\_\_

MONTHLY ACTIVITY: \_\_\_\_\_ ASSIGNMENT: \_\_\_\_\_

..... FIRST TRIMESTER..... (PRODUCT PHASE).....

September Shop Cycle All work is due 9/15	9/9 Senior Project Kick-Off Meeting Approved Junior Packet (product should already be approved) Product Cost Analysis Sheet Completed Product Planning Sheet checked for progress Product Journal Sheets checked for progress First Product Evaluation Form
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October Shop Cycle All work is due 10/13	Product Planning Sheet checked for progress Product Journal Sheets checked for progress Second Product Evaluation Form
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November Shop Cycle All work is due 12/1	Product Planning Sheet completed Product Journal Sheets completed Final Product Evaluation Form First Portfolio Review and Grade by Shop Instructor FIRST TRIMESTER GRADE _____ / 100
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.....SECOND TRIMESTER.....(PAPER PHASE).....

December Academic Cycle All work is due before 12/22	Approved Junior Packet (topic should already be approved) Online storage or USB pen drive 20-30 Blank Note Cards (ready to use) Completed Focus Question Sheet Completed Thesis Statement Sheet
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Prior to end of second trimester Prior to end of second trimester Paper Due Date TBA by English Teacher	Research Paper Graded for Technical Content by Technical Instructor Research Paper Completed and Graded by English Teacher Second Portfolio Review and Grade by English Teachers SECOND TRIMESTER GRADE _____ / 100
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.....THIRD TRIMESTER.....(PRESENTATION PHASE).....

March Academic Cycle March 12 - 16 March 19 - 23	Student includes a final polished copy of the Research Paper in their portfolio Public Speaking learning activities begin Oral presentations, guest speaker Presentation instruction, videotape to review body language
--	--

April 9 - 13	Oral Presentation Preparation Dress Rehearsal Presentation Planning Sheet sign off by History Instructor
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May 8 May 9 & 10	Senior Showcase, be sure to sign-up for space Senior Project Oral Presentations <ul style="list-style-type: none"> <li>• Early Release Days for Grades 9-11</li> <li>• Seniors will need to arrange a ride home after their presentation</li> </ul>
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May 17	Final Portfolio Review and Grade by Social Studies Instructor THIRD TRIMESTER GRADE _____ / 100
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## A Word About Senior Project Due Dates

All due dates are published well in advance and it is expected that all assignments will be on time!

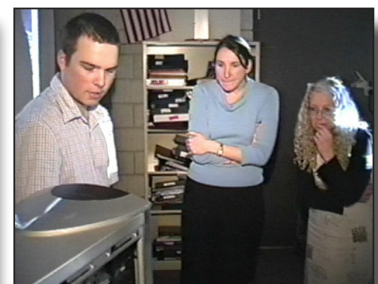
- All Senior Project due dates are published and known to students and teachers the first week of school. In order to make sure deadlines and due dates are met, students may need to schedule homework and arrange for after school help accordingly. Teachers are well aware of published due dates and will be following these guidelines.
- ALL assignments, forms, papers and presentations are due on or before the published dates. The rare exception might include:  
The closing of school due to inclement weather, in which case, the work is due the next day the school is in session, or a student has a unique circumstance beyond his or her control that will prevent completion of an assignment by the due date.
- An excuse note describing the circumstance may allow the student to turn in his/her work the day he/she returns with out late penalty. Their excuse note AND their work are both due (in their portfolio and shown to their instructor) the morning they return to school.
- Broken printers, lost disks, forgotten papers, missed buses or rides and similar minor problems are not excusable circumstances that would receive a postponed due date. Late penalties will be applied.
- Requests for an extension should be brought to the student's instructor prior to the deadline. If warranted, the instructor will extend the due date and inform both the student and the Senior Project Coordinator of the new date.
- Work turned in after the date/time assigned will be subjected to late penalties and reduced credit.
- A doctor's note indicating student had a severe illness, will excuse unfinished work. In that case, the instructor or Senior Project Coordinator will set a new deadline with a reasonable time period (not to exceed two weeks).
- Students who know in advance that they will be absent from school on due dates, should plan to turn their work in prior to the due date, or send in their work via the following options in order to get full credit for their hard work:

E-mail attachment to their instructor  
or [n.knight@capetech.us](mailto:n.knight@capetech.us)

School Fax: (508) 432-1343  
Attention: Your Instructor

Snail mail (The postmark will indicate the work was completed on time)

Cape Cod Regional Technical High School  
351 Pleasant Lake Avenue  
Harwich, MA 02645  
c/o Your Instructor



## Senior Project Product Planning Sheet

~ Portfolio Item ~ Due Date 9/15 ~

Additional copies of this page may be obtained at the Copy Center or downloaded from [www.capetech.us](http://www.capetech.us). You may need a number of these pages in your portfolio, depending on the details within your plan.

- Tangible Project     
  Community Service Project     
  Green / Renewable Energy

<b>WHAT?</b> What steps are needed to see product from start to completion?	<b>WHEN?</b> When will it happen? (should match evaluation due dates)	<b>HOW</b> will YOU make it happen? <b>WHO</b> will YOU work with? (and communicate with)

**Community Partner Contact Information:**

Name: \_\_\_\_\_  
 Company and Title: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

- Yes, this will require a fundraising form to be completed.  
 Yes, this plan is appropriate for scope of product.  
 No, additional planning is needed, and will be reviewed with the student on \_\_\_\_\_.

Date: \_\_\_\_\_ Instructor Review Signature: \_\_\_\_\_



## Product Journal ~ Time Card

~ Portfolio Item ~ Due Dates 9/15, 10/13 and 12/1 ~

Your shop instructor may choose to replace this form with another form which is more appropriate for your shop

You are required to have a number of these pages in your portfolio.

Additional copies of this page may be obtained at the Copy Center or downloaded from [www.capetech.us](http://www.capetech.us).

The Project Journal is an account of the hours spent working on your project, a record of what you did, and a running total of the hours it took to complete it. It is important to record in your journal as you proceed. It is difficult to remember all of the different activities and the amount of time that you may have spent on them.

Name: \_\_\_\_\_ Keep Up-to-Date

Product: \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_

Date & Hours Minimum 15 Hours	Step(s) completed be specific	Notes, Documentation, Photos, Letters, etc. Place documentation in this portfolio

## Senior Project Photo Sheet

~ Optional Portfolio Item ~

Additional copies of this page may be obtained at the Copy Center or downloaded from [www.capetech.us](http://www.capetech.us).

Use this sheet to document progress with 3½"x5" photographs.

Photo Date: \_\_\_\_\_

Photo Description: \_\_\_\_\_

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

Materials used: \_\_\_\_\_

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

Notes, Reflections: \_\_\_\_\_

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

Photo Date: \_\_\_\_\_

Photo Description: \_\_\_\_\_

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

Materials used: \_\_\_\_\_

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

Notes, Reflections: \_\_\_\_\_

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

Page \_\_\_\_\_ of \_\_\_\_\_

## Senior Project Photo Sheet

~ Optional Portfolio Item ~

Additional copies of this page may be obtained at the Copy Center or downloaded from [www.capetech.us](http://www.capetech.us).

Use this sheet to document progress with 3½"x5" photographs.

Photo Date: \_\_\_\_\_

Photo Date: \_\_\_\_\_

Photo Description: \_\_\_\_\_

Photo Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Materials used: \_\_\_\_\_

Materials used: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notes, Reflections: \_\_\_\_\_

Notes, Reflections: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_

## Product Evaluation 1

~ Portfolio Item ~ Due Date 9/15 ~

Student's Name: \_\_\_\_\_ Shop: \_\_\_\_\_

This portion to be completed by Shop Instructor:

Values for this section:   0 = absent/missing  
                                   1 = incomplete or in need of revision  
                                   2 = fair or good  
                                   3 = excellent

- 0   1   2   3   Rate the quality and completeness of the product journal documentation  
 (actual product present, photos, video, receipts, lesson plans, etc)
- 0   1   2   3   Has the student demonstrated the ability to make adjustments based on instructor input and advice?
- 0   1   2   3   Rate the student's workmanship (including attitude, effort, problem solving and time management.)
- 0   1   2   3   Student's portfolio is properly assembled and ready for review.

Teacher's Signature: \_\_\_\_\_ Total for Evaluation (12 possible points) \_\_\_\_\_

Optional portion to be completed by \*Community Mentor:

Values for this section:   0 = not yet  
                                   1 = yes

- 0   1           Are you satisfied with the quality of the students initial contact with you ( i.e the student has introduced themselves, the student has explained the Cape Cod Tech Senior Project, the student has explained the roles of a Mentor when asking you to become a mentor and has explained their product.)
- 0   1           Has the student responded promptly to calls, emails from you and arrived to scheduled appointments on time?
- 0   1           Are you satisfied with the student's description of his/her plans to complete the next portion of his/her product between now and your next scheduled appointment?

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mentor's Signature: \_\_\_\_\_

Total for Mentor Evaluation (3 possible extra credit points) \_\_\_\_\_

\*Community Mentors with technical expertise in the area of the student's product must fill out and submit the appropriate paperwork PRIOR to evaluating the student's work.  
 Download the Senior Project Extra Pages file, available on the school's website.





## First Portfolio Checklist

~ Portfolio Item ~ Due Date 12/1 ~

Your Senior Project Portfolio should contain the following items in order to get full credit:

**Teacher Hand-Off:**

Shop Teacher's Signature: \_\_\_\_\_ Date Graded: \_\_\_\_\_

English Teacher's Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

Feedback • Recommendations • Suggestions:

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Values for each section: 5 points = all items were handed in on time  
 5 points = all items are in page protectors  
 5 points = work is neat, legible, or typed  
 10 points = quality of the content

Portfolio Checked for First Trimester: \_\_\_\_\_ Total for this section (25 potential points) \_\_\_\_\_

- Three ring binder with all work inside
- Divider pages with labeled Tabs for each Senior Project Phase
- Approved Junior Packet, with Parent and Student signed YES Test Form and the Senior Project Workbook
- Product Planning Sheet, multiple pages
- Product Journal, multiple pages
- Three Completed Product Evaluation Forms
- Any Additional Product Evidence (pictures, receipts, brochures) and Learning Activities and Assignments as determined by Shop Instructor

Shop Teacher's Signature: \_\_\_\_\_

## Anti Plagiarism Tips

**Papers must have proper MLA format for citation, or papers will receive a zero.**

### WHY SHOULD YOU DOCUMENT?

Someone went to a lot of trouble to gather the information you are using. The author might have spent months at the bottom of the ocean risking life and limb observing sharks. He/she might have spent years traveling from city to city to gather data. Whatever the case, remember this person worked harder to find the information than you did. So, give credit where credit is due. On the other hand, maybe the author's information is erroneous, biased or in some way untrue. You won't, if due caution and adequate sources were used, be blamed for another author's inaccuracies if you haven't claimed them as your own by failing to document.

### SOME TIPS!

1. You must document all information you take from other sources which includes direct quotations and paraphrases as well as ideas you gained from these sources. However, there is some information that is referred to as public domain, or common knowledge, which doesn't need to be documented.  
EXAMPLES of public domain include well known phrases or proverbs such as, "What goes around comes around." It also consists of such common knowledge as, "George Washington was the first president of the United States." However, caution should be followed. If you are in doubt about whether something is public domain or not, it is best to cite it.
2. If your information contains numbers, cite it. Double check for accuracy. For every fact we truly remember, there lurk a dozen non-facts we just think we remember. If in doubt, check with your teacher.
3. The pulp tabloids (i.e., National Enquirer, Star) demonstrate that just because a piece of information is in print, doesn't mean it's true. Also, be sure to check the validity of information you gain on the Internet. People can write anything and put it online.
4. Double check any questionable or controversial information.
5. The more sources you use, the less likely you are to use another author's words and you will be able to:
  - Realize that different sources give different data
  - Make comparisons and contrasts
  - Make connections between different pieces of information
  - Draw your own conclusions
6. The less research information you have, the less you will be able to write about your research topic, and therefore, the more you'll find yourself relying on another author which may lead you into plagiarism.

### DOCUMENT ALL INFORMATION YOU GAIN FROM PRIMARY AND SECONDARY SOURCES!

Primary sources include:

- Interviews you conduct yourself ( in person, on the phone, and online )
- Surveys you have taken
- A scientist's actual notes
- A work of literature
- An autobiography

Secondary sources include:

- Textbooks
- Articles
- Reference books
- Literary criticism
- Any writing discussing any prior source



## Thesis Statement Selection

~ Portfolio Item ~ Due Prior to 12/22 ~

Name: \_\_\_\_\_ Shop: \_\_\_\_\_

Thesis: a statement that defines the paper's focus and content.  
Write what you believe a possible thesis for your paper could be:

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Now look at the five types of thesis statements below and on the following pages and decide which type your thesis is:

- Exploratory/perspective  
This thesis will show that you are looking to inform, explore and represent different viewpoints on your topic.  
Example: Though wood framed homes are still the most commonly built, the construction industry and the consumer have a variety of building material choices including the use of steel, styrofoam, straw bales, cement, stucco, synthetic woods, bricks and rocks.
  
- Persuasive  
This thesis makes a strong statement using proof in an attempt to persuade or convince the reader of a particular point. You need to be unbiased, honest and support your position.  
Example: Without a doubt, evidence shows that the depletion of our forests depends upon the types of materials and techniques contractors and consumers use when building structures.
  
- Comparison/Contrast  
This thesis compares and contrasts one thing to another.  
Example: Though many of the methods used in building a straw bale structure are similar to those employed when building with wood, the design, heat efficiency and environmental friendliness of the straw bale building are markedly superior.
  
- Problem/Solution  
This thesis informatively tackles a problem, offers several solutions and then chooses one.  
Example: With the threat of increased and rapid depletion of our forests, building contractors and consumers need to not only understand alternative, environmentally sound building techniques but seriously consider the positives found in straw bale construction.
  
- Parallel  
This thesis makes a prediction based on similarities of events or conditions.  
Example: By ignoring the consequences of forest depletion, we are on a parallel path similar to the one forged by the tobacco industry and its refusal to recognize the far reaching health effects of its actions.

After determining which type of thesis you have and examining the example thesis write your best thesis statement below.

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## The Research Process

Your research paper should follow the MLA Guidelines.

A Rookie's Guide To Research by Barbara Mills and Mary Stiles is just one resource available to you:

Where to look in Rookie's Guide for help:

- The Research Process
- Taking Notes
- Outlining
- In-Text Citations
- Samples of MLA, In-text and Works Cited
- Sample of a basic research outline & paper
- Transitional words and strong verbs

You may also wish to refer to the notes and handouts saved from your 11<sup>th</sup> grade ELA research project.

Looking for more strong words and transitional phrases to give interest, depth and clarity to your writing? Try some of these.

### *Power Words:*

Choices, possibilities, options, alternatives, flexibility, like, similar, such as, varies, variety, styles, decisions, actions, perspective, attitude, risk, explore, seek, ideal, adapt, creative, preference, change, advancement, comparison, same, rhetoric, practical, study, directly, convincing, proves, clearly, undeniably, irrefutable, joins, incontestable, verifies, defines, best, consequences, defends, worst, superior, indicts, promotes, hazy, guarantees, achieves, conclude, indefensible, contrast, relationship, divergent, parallel, identity, resemblance, mirrors, reflects, unique, sequel, commonality, disagree, counters, results, evidence, assumptions, analysis, indicates, understand, not only – but also, riddle, direction, reality, logical, prediction, proof, consequences, reciprocal, likeness, absolute, equivocal, complications

### *Transitional Words:*

#### *Lead up to, Introduce and Word the Thesis Statement*

Along with, and, as, because, before, differently, equally, furthermore, in comparison, in contrast, like, similarly, that is, therefore, with this in mind

#### *Transitions to Compare:*

Also, as well as, and, comparatively, equally, even more, first of all, for one thing, identically, in addition, in the same way, just as, like, likewise, similarly, to add to, together with, too

#### *Transitions to Contrast:*

Although, as opposed to, but, by contrast, conversely, counter to, even so, however, in contrast, on the contrary, on the other hand, otherwise, unlike, whereas, while, yet

#### *Transitions to Shift from one Point (paragraph) to the Next:*

Additionally, again, another, as an illustration, at last, besides, equally important, first, second, third, for example, for instance, furthermore, more (most) important, moreover, never the less, of course, once, specifically, such as, therefore

#### *Transitions for Leading into the Conclusion and Ending the Paper:*

All in all, as a result, at the end of, at last, consequently, especially, finally, for this reason, in closing, in conclusion, indeed, in other words, in summary, last, last of all, most important, therefore, then, thus, to conclude, to emphasize, to summarize, truly.

## Paper Yes Test

~ Portfolio Item ~ Due Prior to Submission of Paper ~  
 A similar checklist may be substituted at the teacher's discretion

Name: \_\_\_\_\_ Shop: \_\_\_\_\_

**Basics in Format and General Requirements:**

- Yes No Is this your BEST work?
- Yes No Have you read the paper out loud, to check for use of Complete Sentences?
- Yes No Have you checked Spelling and Word Usage?
- Yes No Have you checked Capitalization and Punctuation?
- Yes No Has another person read your paper for suggestions and feedback? Who?: \_\_\_\_\_
- Yes No Have you corrected all errors?
- Yes No Did you use a variety of transitional phrases between paragraphs?
- Yes No Do your paragraphs have unity?
- Yes No Is your paper in the correct format?
- Yes No Does it contain a process portion?
- Yes No Does it contain 2-3 pages of researched text and follow the Rookie's Guide format?
- Yes No Does it contain Works Cited page(s) and follow Rookie's Guide format?
- Yes No Does it contain Times New Roman font or Calibri font?
- Yes No Does it contain 12 point size, double spaced?
- Yes No Does it contain black ink and 1" margins?
- Yes No Does your Documentation follow MLA guidelines?
- Yes No Is your Works Cited Page in MLA format?
- Yes No Is the research portion written in third person?
- Yes No Do your sources in the in-text match the sources on your Works Cited page?
- Yes No Does your paper meet or exceed the required number of sources?

**For CP2 and CP3 Classes:**

- Yes No Does your paper end with a Reflection Portion?

Suggestions or Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

All suggestions or comments should be incorporated into the Final Draft of the Senior Project Research Paper.

Student Verification Signature: \_\_\_\_\_

## Peer Edit - Optional

~ Optional Portfolio Item ~

Name: \_\_\_\_\_ Shop: \_\_\_\_\_

Peer Editor #1: \_\_\_\_\_

Peer Editor #2: \_\_\_\_\_

Peer Editor #3: \_\_\_\_\_

**Directions:**

- One of the paper editors will read the paper aloud to the author and the other editors.
- Constructive suggestions, comments and critiques should be made directly on ONE of the copies as the paper is read.
- Complete the following rubric as an editing team, with the author and editors working together on one sheet.
- The corrected paper, peer edit sheet, and the Paper Yes Test should all go into the student's portfolio.
- The instructor will check the work placed in the student's portfolio.
- Author should use the corrected copy to prepare the Final Draft.

Values for each section:            0 = not available    1 = present

**Proper Source Documentation**

**If any items in this section are not available, the Research Paper is plagiarized, and will receive a zero ~ do not continue grading!**

- 0 1 Paper includes proper Works Cited page(s).
- 0 1 Paper includes proper in-text citation.

**Basics in Format and General Requirements**

- 0 1 Paper includes title page.
- 0 1 Paper includes outline page(s).
- 0 1 Format includes Times New Roman or Calibri font.
- 0 1 Format includes 12 point size, double spaced.
- 0 1 Format includes black ink, with 1" margins.
- 0 1 Paper includes note cards with sources properly listed on the back of each card.
- 0 1 When compared - the note cards clearly match up with outline.
- 0 1 Outline reflects the skeletal structure of the paper.
- 0 1 Works cited page includes sources.
- 0 1 Thesis statement is evident in introductory paragraph (italicized).

Values for this section:    0 = not available    1 = needs revision    2 = acceptable

**Content Requirements:**

- 0 1 2 Technical content is current and accurately explained.
- 0 1 2 Technical terminology/vocabulary is correctly utilized.
- 0 1 2 Paper is organized and develops the thesis throughout the paper.
- 0 1 2 Research Paper contains a strong introduction.
- 0 1 2 Research information goes beyond superficial information.
- 0 1 2 Conclusion clearly "wraps" back to the thesis without duplication of phrasing.

Total Score \_\_\_\_\_

## Technical Content Verification

~ Portfolio Item ~ Due Prior to 2/16 ~

Student's Name: \_\_\_\_\_ Shop: \_\_\_\_\_

Topic: \_\_\_\_\_

The Technical Content Portion to be completed by Shop Instructor:

Values for this section:    0 = absent/missing, this score requires a suggestion for improvement to be listed below  
                                      5 = incomplete, this score requires a suggestion for improvement to be listed below  
                                      10 = in need of revision, this score requires a suggestion for improvement to be listed below  
                                      15 = good  
                                      20 = excellent

- 0   5   10   15   20   Technical terminology and vocabulary are correctly utilized.
- 0   5   10   15   20   Technical content was clearly and accurately explained.
- 0   5   10   15   20   Sources of technical information are current and appropriate for the industry.
- 0   5   10   15   20   Technical topic was a learning stretch for the student.
- 0   5   10   15   20   The research clearly aligns with the thesis and overall scope of the project.

Total points will be an English grade.

TOTAL (100 possible points) \_\_\_\_\_

Suggestions or Comments: \_\_\_\_\_

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Shop Instructor Signature: \_\_\_\_\_

## Research Paper Evaluation Form

~ Portfolio Item ~

Student's Name: \_\_\_\_\_ Shop: \_\_\_\_\_

Topic: \_\_\_\_\_

If Research Paper doesn't contain any technical content or doesn't match the approved Junior Proposal it will receive a zero ~ do not grade!

- Works Cited:**
- Works Cited page is properly formatted with at least three reliable sources 8 or 10
  - Works Cited page is properly formatted and has less than three sources or sources are unreliable 5 or 7
  - Works Cited page is not properly formatted and has less than three sources or sources are unreliable 2 or 4

If Works Cited Page is not available, the Research Paper will be considered plagiarized, and will receive a zero ~ do not continue grading!

Total for this section (10 possible points) \_\_\_\_\_

- In-Text Citation:**
- Work is properly cited in MLA format and there are at least three sources 8 or 10
  - Work is improperly cited in MLA format and there are at least three sources 5 or 7
  - Work is improperly cited in MLA format and there are less than three sources 2 or 4

If In-Text Citation is not available, the Research Paper will be considered plagiarized, and will receive a zero ~ do not continue grading!

Total for this section (10 possible points) \_\_\_\_\_

- Focus on Prompt:**
- Sharp focus on the purpose of the prompt, displays a strong understanding of the content 12 or 14
  - Maintains focus on the prompt, displays an understanding of the content 8 or 10
  - General focus on the prompt, but some ideas stray from the point, lack understanding of some content 4 or 6
  - Misses the point of the prompt, displays little understanding of the content, states only the obvious 1 or 3
- Total for this section (14 possible points) \_\_\_\_\_

- Analysis using Evidence:**
- Contains relevant details/quotes drawn from the content/text to convey full understanding of the prompt, explanations and analysis presented with great clarity and depth 12 or 14
  - Contains relevant details/quotes from the content/text to convey partial understanding of the prompt, explanations and analysis presented clearly 8 or 10
  - Needs more details to convey a better understanding of the content/text, explanations lack some clarity and evidence could be more thoroughly explained 4 or 6
  - Lacks any supporting detail or cites only irrelevant details, ideas are unclear or repetitive; writing is far too long or too brief 1 or 3
- Total for this section (14 possible points) \_\_\_\_\_

- Organization:**
- Response is logically and effectively organized in its thesis, paragraphing and sequencing of evidence 12 or 14
  - Response is organized in its thesis, paragraphing and sequencing of evidence 8 or 10
  - Response demonstrates lapses in the organization of its thesis, paragraphing and/or sequencing of evidence 4 or 6
  - Response reflects minimal organization of its thesis, paragraphing and/or sequencing of evidence 1 or 3
- Total for this section (14 possible points) \_\_\_\_\_

- Conventions:**
- Appropriate sentence structure and grammar, the work is of professional quality 11 or 13
  - The few grammar errors or sentence construction problems do not inhibit the reader's understanding, with more editing, the work would be of professional quality 7 or 9
  - Grammar errors and sentence construction gets in the way of the reader's understanding in several places, lacks sufficient editing to be of professional quality 3 or 5
  - Basic grammar and usage errors impede the ability of the reader to understand the writing, work is not of professional quality; with no evidence of evidence 1 or 2
- Total for this section (13 possible points) \_\_\_\_\_

Page 24 TOTAL OF ALL SECTIONS (75 possible points) \_\_\_\_\_

## Second Portfolio Checklist

~ Portfolio Item ~ Due Date 2/16 ~

Your Senior Project Portfolio should contain the following items in order to get full credit:

Teacher Hand-Off:

English Teacher's Signature: \_\_\_\_\_ Date Graded: \_\_\_\_\_

Social Studies Teacher's Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

Feedback • Recommendations • Suggestions: \_\_\_\_\_

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Values for each section: 5 points = all items were handed in on time  
 5 points = all items are in page protectors  
 5 points = work is neat, legible, or typed  
 10 points = quality of the content

Portfolio Checked for Second Trimester: \_\_\_\_\_ Total for this section (25 potential points) \_\_\_\_\_

- Three ring binder with all work inside
- Divider pages with labeled tabs for each Senior Project Phase
- Approved Junior Packet, with Parent and Student signed YES Test Form and the Senior Project Workbook
- Product Planning Sheet, multiple pages
- Product Journal, multiple pages
- Three Completed Product Evaluation Forms
- Any Additional Product Evidence (pictures, receipts, brochures) and Learning Activities and Assignments as determined by Shop Instructor
- Preliminary Draft with corrections/feedback from Shop and English instructors
- Final Research Paper and Learning Activities and Assignments as determined by English Instructor

English Teacher's Signature: \_\_\_\_\_

## Presentation Planning Sheet

~ Portfolio Item ~ Due the Week of 4/9-4/13 ~

Consider the following as you prepare for your presentation. You will need more space than is provided here. Consider safety for you AND your judges!

Be sure to wear safety glasses and protective gear if your presentation contains a demonstration requiring such safety items. Bring safety glasses and protective gear for your judges, if needed.

Introduce yourself. Give your name, shop, topic and welcome the judges. \_\_\_\_\_

Introduce the overall topic and why you chose it. \_\_\_\_\_

Share the subject of your paper and key highlights of interest. \_\_\_\_\_

Describe:

Your product and any green or renewable technology involved and share significant factors of its development.

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Your community service project and share significant factors about your community partner. \_\_\_\_\_

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Describe how you will get your product to school and/or how you plan to share pictorial evidence of its development.

Indicate what you learned from this experience (Your learning stretch). \_\_\_\_\_

Conclude with a statement describing your overall impressions, future applications of your project and/ or examples of personal discovery that you made. \_\_\_\_\_

Brainstorm possible questions which may be asked of you during the question/answer period. \_\_\_\_\_

Identify the technology you will use to enhance your presentation (keep specialized equipment/space needs and safety issues in mind). \_\_\_\_\_

Identify the outfit you plan to wear for your presentation (keep safety gear in mind). \_\_\_\_\_

Practice your speech for timing. \_\_\_\_\_

## Third Portfolio Checklist

~ Portfolio Item ~ Due for Portfolio Check ~  
 ~ Due Date 5/17 • Social Studies Instructor ~

Your Senior Project Portfolio should contain the following items in order to get full credit:

**Teacher Hand-Off:**

Social Studies Teacher's Signature: \_\_\_\_\_ Date Graded: \_\_\_\_\_

Feedback • Recommendations • Suggestions: \_\_\_\_\_

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Values for each section: 5 points = all items were handed in on time  
 5 points = all items are in page protectors  
 5 points = work is neat, legible, or typed  
 10 points = quality of the content

Portfolio Checked for Third Trimester: \_\_\_\_\_ Total for this section (25 potential points) \_\_\_\_\_

- 1         Three ring binder with all work inside
- 2         Divider pages with labeled Tabs for each Senior Project Phase
- 3         Approved Junior Packet, with Parent and Student signed YES Test Form  
and the Senior Project Workbook
- 4         Product Planning Sheet, multiple pages
- 5         Product Journal, multiple pages
- 6         Three Completed Product Evaluation Forms
- 7         Any Additional Product Evidence (pictures, receipts, brochures)  
and Learning Activities and Assignments as determined by Shop Instructor
- 8         Preliminary Draft with corrections/feedback from Shop and English instructors
- 9         Final Research Paper  
and Learning Activities and Assignments as determined by English Instructor
- 10        Table of Contents page
- 11        Outline of Presentation PowerPoint
- 12        Presentation Planning Sheet  
and Learning Activities and Assignments as determined by Social Studies Instructor
- 13        Copy of Thank You letter for any donations (optional)

Social Studies Teacher's Signature: \_\_\_\_\_

## Presentation Evaluation Form

Student's Name: \_\_\_\_\_ Social Studies Instructor: \_\_\_\_\_  
 Project Title: \_\_\_\_\_ Shop: \_\_\_\_\_

**Portfolio:** \_\_\_\_\_ Total for this section (3 points) \_\_\_\_\_  
 Yes No The student's portfolio was available for Judge's review, prior to presentation.

Values for each section: 0 = not available, missing (0%)  
 1 = little or no understanding of the concept/skill (25%)  
 2 = limited understanding of the concept/skill (50%)  
 3 = acceptable understanding of the concept/skill (75%)  
 4 = proficient understanding of the concept/skill (100%)

**Content:** \_\_\_\_\_ Total for this section (24 potential points) \_\_\_\_\_

0	1	2	3	4	Student described his/her product and significant factors of its development.
0	1	2	3	4	Student described research paper and key highlights of his/her research.
0	1	2	3	4	The relationship between paper and product was clearly explained.
0	1	2	3	4	The student used clear, effective and appropriate technical language.
0	1	2	3	4	Student either brought in his/her product or had clear pictorial evidence of its development.
0	1	2	3	4	PowerPoint contained appropriate spelling, grammar usage and mechanics.

**Presentation and Delivery:** \_\_\_\_\_ Total for this section (28 potential points) \_\_\_\_\_

0	1	2	3	4	The speech was the appropriate length of time for the scope of the project.
0	1	2	3	4	The student introduced self and explained the project theme.
0	1	2	3	4	The speech was organized with a logical flow of ideas and effective transitions.
0	1	2	3	4	The student maintained good eye contact i.e., not just reading notes/PowerPoint.
0	1	2	3	4	The student used presentation props, such as PowerPoint, video, digital slide show, etc.
0	1	2	3	4	The student dressed appropriately (no casual attire).
0	1	2	3	4	The student's rate of speech and volume of voice were appropriate, and student demonstrated good poise, posture and confidence.

**Learning Stretch:** \_\_\_\_\_ Total for this section (8 potential points) \_\_\_\_\_

0	1	2	3	4	The student shared the experiences, knowledge and expertise he/she acquired during their Senior Project.
0	1	2	3	4	The student described how this project was a learning stretch for him/her.

**Question and Answer Period:** \_\_\_\_\_ Total for this section (12 potential points) \_\_\_\_\_

0	1	2	3	4	The student responded confidently and knowledgeably.
0	1	2	3	4	The student utilized visual aides, referred to their portfolio, gave a demonstration to support their responses.
0	1	2	3	4	The quality of the student's responses were high and based on experience with product and paper research.

Total for Presentation Evaluation (75 potential points) \_\_\_\_\_

**Comments:** Judges please feel free to add your comments. Students need your thoughts and feedback.