Copies of this book may be downloaded from the school's website at www.capetech.us/senior-project and is on the Senior Project Google Classroom.

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Additional pages available on the Senior Project Google Classroom:

Information for You and Your Mentor
Mentor Agreement
CORI Form front
CORI Form back
Fundraiser Information Form
Community Partner Information Form
Portfolio Cover Sheet Template

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.
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.

Consider Having a Mentor

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. 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 CCT graduate within the last 3 years), 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 CURRENTLY CAPE COD TECH TEACHERS MUST COMPLETE AND RETURN CORI FORMS TO THE PRINCIPAL’S SECRETARY PRIOR TO WORKING WITH A CCT STUDENT.**
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 a one-credit graduation requirement, comprised of the following four 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 first phase of the Portfolio) are supported and graded by the student’s Shop Instructor(s). Students must spend a minimum of 15 hours on their Product. At least 10 of those hours must be completed outside of school time. Products may follow 1 of 2 paths:

- **tangible demonstration of the student’s technical skills**, student should consider incorporating elements of green technology into their projects (renew, reuse, recycle).
- **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 or beyond.

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 second 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. The Presentation phase is supported by the student’s History teacher. The third 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 nknight@capetech.us
Format

Senior Project is the only course at Cape Cod Tech that is taught and graded by three 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

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.

Product Phase:

- The objective of the Product Phase is for the student to demonstrate mastery of the technical skills that have been acquired during their shop training. It must be connected to the VTE curriculum of the student’s technical program in some way.

Paper Phase:

- The research paper process allows the student to demonstrate and display mastery of their 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 Overview

Trimester 1:

- Shop instructors will meet with students at least three times during the Product Phase to ascertain student progress and to gage 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 Products in for instructor review/grading. Products 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.

Trimester 2:

- 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 the second trimester Senior Project grade, as well as a portion of the English grade.
- Technical instructors will grade the technical content of the paper.

Trimester 3:

- Judges will use a scaled rubric to evaluate the student’s presentation, including speech content, presentation and delivery, learning stretch, question and answer period and portfolio.
- The results of the Presentation plus the third phase of the Portfolio equals 100% of the third trimester Senior Project grade.
- Portfolios are worth 25% of each Trimester’s Grade.
- Portfolios will be graded first trimester by the student’s Shop teacher, second trimester by English and third by the Social Studies teacher.
PORTFOLIO ITEM FOR PRODUCT PHASE
Student Assignment Log & Timeline

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

**FIRST TRIMESTER**

<table>
<thead>
<tr>
<th>September</th>
<th>9/9 Attend Senior Project Kick-Off Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>All work is due on or before 9/15</td>
<td>All items as listed in Portfolio Criteria for Success Checklist</td>
</tr>
<tr>
<td>First Product Evaluation Form</td>
<td>________ / 12</td>
</tr>
<tr>
<td>extra credit Mentor Points</td>
<td>________ / 3</td>
</tr>
<tr>
<td>First Product Evaluation Total</td>
<td>________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>All items as listed in Portfolio Criteria for Success Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>All work is due on or before 10/13</td>
<td>Second Product Evaluation Form ________ / 13</td>
</tr>
<tr>
<td>extra credit Mentor Points</td>
<td>________ / 3</td>
</tr>
<tr>
<td>Second Product Evaluation Total</td>
<td>________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th>All items as listed in Portfolio Criteria for Success Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>All work is due on or before 11/10</td>
<td>Final Product Evaluation Form ________ / 50</td>
</tr>
<tr>
<td>First Portfolio Evaluation</td>
<td>Graded by Shop Instructor ________ / 25</td>
</tr>
<tr>
<td>Final Product Evaluation Total</td>
<td>________</td>
</tr>
<tr>
<td>FIRST TRIMESTER GRADE</td>
<td>________ / 100 + 10</td>
</tr>
</tbody>
</table>

**SECOND TRIMESTER**

<table>
<thead>
<tr>
<th>December</th>
<th>Approved Junior Packet in Binder (topic should already be approved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All work is due on or before 12/21</td>
<td>20-30 Blank Note Cards (ready to use)</td>
</tr>
<tr>
<td>Developing Research Questions Sheet Completed</td>
<td>Thesis Statement Selection Sheet Completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January - February</th>
<th>Paper's Technical Content Completed - Graded by Shop Instructor ________ / 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper due on or before 1/26</td>
<td>Research Paper Completed - Graded by English Instructor ________ / 50</td>
</tr>
<tr>
<td>Portfolio due on or before 2/16</td>
<td>Second Portfolio Evaluation Graded by English Teacher ________ / 25</td>
</tr>
<tr>
<td>SECOND TRIMESTER GRADE</td>
<td>________ / 100</td>
</tr>
</tbody>
</table>

**THIRD TRIMESTER**

<table>
<thead>
<tr>
<th>March</th>
<th>Oral Presentation Instruction and Learning Activities Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20-24 and 27-31</td>
<td>Presentation Planning Sheet Completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April - May</th>
<th>Oral Presentation Preparation - Dress Rehearsal</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 24-28</td>
<td>Presentation YES Test Completed</td>
</tr>
</tbody>
</table>

| All work is due on or before April 28 | Final Portfolio Evaluation Graded by Social Studies Instructor ________ / 25 |
| May 3 Senior Showcase (recommended students) | extra credit ________ / 3 |
| May 5 Senior Project Oral Presentations: 11:30 – 2:30 | Senior Project Presentation Graded by Judges ________ / 75 |
| • Early Release Day for Grades 9-11 | THIRD TRIMESTER GRADE ________ / 100 |
| TOTAL SENIOR PROJECT POINTS FOR THE YEAR | ________ / 300 + 13 |
PORTFOLIO ITEM FOR PRODUCT PHASE

A Word about Senior Project Due Dates

All due dates are published well in advance. 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 without 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 work, 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 a late penalty of a 10% reduction for each day late. Not applicable for Presentation day.
  - A doctor’s note indicating student had a severe illness, will excuse unfinished work. In that case, the instructor and/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 options below in order to get full credit for their hard work. The Portfolio needs to be present for Portfolio Evaluations and each of the Product Evaluations.

E-mail attachment to their instructor School Fax: (508) 430-2438
or nknight@capetech.us 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

I have read and understand the policies on Senior Project Due Dates.

Student’s Name: _____________________________ Date: _____________________

Student’s Signature: ___________________________
### PORTFOLIO ITEM FOR PRODUCT PHASE

<table>
<thead>
<tr>
<th>PORTFOLIO</th>
<th>CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>All items in a professional looking three-ring binder</td>
<td></td>
</tr>
<tr>
<td>All items in page protectors</td>
<td></td>
</tr>
<tr>
<td>First page is the Portfolio Cover Sheet</td>
<td></td>
</tr>
<tr>
<td>Include four dividers with labeled tabs: Junior Proposal, Product, Paper, and Presentation</td>
<td></td>
</tr>
<tr>
<td>Pages organized based on page numbers. Example: put page 6 before page 7, put page 7 before page 8</td>
<td></td>
</tr>
<tr>
<td>Google Doc’s templates used where required</td>
<td></td>
</tr>
<tr>
<td>Organized</td>
<td></td>
</tr>
<tr>
<td>Neat, legible and typed</td>
<td></td>
</tr>
<tr>
<td>Of exemplary professional quality</td>
<td></td>
</tr>
</tbody>
</table>

**Junior Proposal Section:**

- Include your completed, signed Junior Proposal
- Must be signed by BOTH Shop & English teachers
- Make sure to include Topic Proposal 1 and Topic Proposal 2 and both Cost Analysis’s

**Product Section:** Any page that says *Portfolio Item for Product Phase*

- Page 5: Student Assignment Log & Timeline
- Page 7: A Word About Senior Project Due Dates
- Page 8: Portfolio Criteria For Success Checklist
- Page 9: Product Planning Sheet(s)
- Page 10: Product Journal(s)
- Page 11: Product Photo Sheet(s)
- Mentor Agreement Form, if applicable
- Page 11: Product Evaluation 1
- Page 12: Product Evaluation 2
- Page 13, 14, 15: Final Product Evaluation Rubric and Evaluation
- Page 16: First Portfolio Evaluation
- Cost Analysis: updated from Junior Proposal
- Any additional documentation necessary for your Product: receipts, emails, lesson plans, research, etc.
- Additional documentation required by your Technical teacher
- All pages placed in order

**Paper Section:** Any page that says *Portfolio Item for Paper Phase*

- Page 18: Anti Plagiarism Tips - signed
- Page 19: Developing Research Questions
- Page 20: Thesis Statement Selection
- Page 21: Peer Edit
- Page 22: Paper Yes Test
- Page 23: Research Paper Evaluation Form for Technical Content
- Page 24: Research Paper Evaluation Form
- Page 25: Second Portfolio Evaluation
- Include other documentation necessary for your Paper such as research, charts, graphs, MLA format information, etc.
- Include any additional documentation required by your English teacher.
- All pages placed in order

**Presentation Section:** Any page that says *Portfolio Item for Presentation Phase*

- SIGNED and GRADED Product and Paper Evaluation Forms
- Page 27: Presentation Planning Sheet
- Page 28: Presentation YES Test
- Page 29: Third Portfolio Evaluation
- Page 29, 30, 31: Presentation Evaluation Form: Completed and signed by student
- Include a copy of your PowerPoint or Prezi presentation (9 slides on each page).
- Include any other documentation necessary for your Presentation such as tips for your presentation, note cards, etc.
- Include any additional documentation required by your Social Studies teacher.
- All pages placed in order
**PORTFOLIO ITEM FOR PRODUCT PHASE**

**Product Planning Sheet • Use Online Template**

Due Dates 9/15, 10/13 and 11/10

This is where you make the plan for how you will complete your Product. List all of the steps you need to do to complete your Product. Include phone calls, researching time, pricing and ordering of supplies, trips to pick up supplies and appointments planned with your mentor. List anything that you need to do to get your Product completed. Specific details will be helpful to you since this is really your 'to do' list.

**WHAT?**
What steps are needed to see the Product from start to completion?
(THIS is your plan for your PRODUCT from the beginning to the end.)

**WHEN?**
When will it happen?
(should match evaluation due dates)

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research more information about my Product.</td>
<td>9/5 and 9/6</td>
</tr>
<tr>
<td>Get in touch with Mr. Balzotti in Graphic Arts to ask him if he will be my mentor.</td>
<td>Before 9/8</td>
</tr>
<tr>
<td>Make a list of supplies that I will need for my Product.</td>
<td>9/8</td>
</tr>
<tr>
<td>Get Prices for the supplies needed.</td>
<td>9/8</td>
</tr>
<tr>
<td>Order and pick up the needed supplies.</td>
<td>Before 9/11</td>
</tr>
<tr>
<td>Begin testing recipes for my cookbook.</td>
<td>9/13-9/29</td>
</tr>
</tbody>
</table>

***Above are just a few examples.***

***Continue writing down the steps to complete your entire PRODUCT.***
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. **You must spend a minimum of 15 hours on your Project. At least 10 of those hours must be completed outside of school time.** It is important to record in your journal as you proceed since it will be difficult to remember all of the different activities and the amount of time that you may have spent on them.

<table>
<thead>
<tr>
<th>Date &amp; Hours</th>
<th>Step(s) that have been completed</th>
<th>Notes, Photos, Letters, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 28, 2014</td>
<td>I tested out the last recipe for Potatoes Au Gratin for my cookbook.</td>
<td>Pictures of me cooking will be in my Portfolio.</td>
</tr>
<tr>
<td>2.5 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 8, 2014</td>
<td>I spent time on grouping my recipes in one folder to give to Ms. Olsen to create my cookbook.</td>
<td>These recipes will be in my cookbook, with draft copies in my Portfolio.</td>
</tr>
<tr>
<td>2 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 12, 2014</td>
<td>I grouped all my pictures into two different folders to give to Ms. Olsen to put into my cookbook.</td>
<td>These images will be present in my cookbook, with draft copies in my Portfolio.</td>
</tr>
<tr>
<td>3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 15, 2014</td>
<td>I gave Ms Olsen my flash drive. We talked about how I wanted my book to be formatted.</td>
<td>My book can now be completed with this information. Print the email about our meeting time, with a copy in my Portfolio.</td>
</tr>
<tr>
<td>15 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** Above are just a few examples. ***

*** Continue making entries for all time spent on your PRODUCT. ***
This is where you will document ongoing progress with your photographs. You may use the online template to download your pictures to. Remember to fill out the descriptive information.

**OR**

You may print your own pictures and place them onto the online template. Before you print the template, fill in the descriptive information on the template. **IMPORTANT: All pictures must have the following descriptive information: photo date and description, materials used, notes/ reflections.**

**Example:**

<table>
<thead>
<tr>
<th>Photo Date:</th>
<th>September 29, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo Description:</td>
<td>Tony preparing to help me line the football field</td>
</tr>
<tr>
<td>Materials used:</td>
<td>1070 tractor with trailer, line paint</td>
</tr>
<tr>
<td>Notes, Reflections:</td>
<td>We did well with lining the field</td>
</tr>
</tbody>
</table>
**PORTFOLIO ITEM FOR PRODUCT PHASE**

**Product Evaluation 1**

Due Date 9/15

<table>
<thead>
<tr>
<th>Student’s Name: __________________________</th>
<th>Shop: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Product doesn’t match the approved Junior Proposal it will receive a zero – don’t grade!</td>
<td></td>
</tr>
</tbody>
</table>

This portion to be completed by Shop Instructor (circle section to designate points awarded):

<table>
<thead>
<tr>
<th>Received on or before Due Date</th>
<th>points = 100%</th>
<th>Received _____ days late, points = _____ % loss (10% reduction for each day late)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Exemplary</td>
<td>2=Meets Standard</td>
<td>1=Below Standard</td>
</tr>
<tr>
<td>Portfolio exceed expectations as per the Portfolio Criteria for Success Checklist</td>
<td>Portfolio met expectations as per the Portfolio Criteria for Success Checklist</td>
<td>Portfolio was below expectations as per the Portfolio Criteria for Success Checklist</td>
</tr>
<tr>
<td>Documentation: Product Planning Sheet</td>
<td>Product Planning Sheets exceed expectations. Specific details were listed from start to finish, with due dates in mind, for completion of Product.</td>
<td>Product Planning Sheets met expectations. They listed all of the steps needed for completion of Product.</td>
</tr>
<tr>
<td>Documentation: Product Journal, photos, receipts, lesson plans, emails, etc.</td>
<td>The Product Journal exceed expectations. All entries were completed with specific details in each of three required categories. Documentation exceed expectations. All evidence was pertinent to Product and well presented.</td>
<td>Product Journal met expectations. All entries were completed in each of the three required categories. Documentation met expectations of proper spelling, grammar and punctuation. All evidence was pertinent to Product.</td>
</tr>
</tbody>
</table>

| Independence | Pursues knowledge and/or experiences independently beyond expectations. Understanding without any reliance on teacher/mentor/professional. | Pursues knowledge and/or experiences independently within expectations. Understanding without reliance on teacher/mentor/professional. | Pursues knowledge and/or experiences independently within expectations. Overcame problems and developed a better understanding with substantial assistance from teacher/mentor/professional. | Did not pursue knowledge and/or experiences independently Understanding with total assistance from teacher/mentor/professional. |

<table>
<thead>
<tr>
<th>Teacher’s Signature: __________________________</th>
<th>Total for Evaluation (12 possible points)</th>
<th>Subtract Late Penalty, if applicable: ____________</th>
<th>Add Mentor Evaluation, if applicable: ____________</th>
<th>TOTAL for Product Evaluation 1: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below to be completed by Technical Instructor:</td>
<td>The Fundraiser Information Form has been completed (if applicable)</td>
<td>The Community Partner Information Form has been completed (if applicable)</td>
<td>The Mentor Agreement &amp; CORI Forms have been completed (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

| Optional portion to be completed by Community Mentor before due date: Someone with technical expertise in the area of the student’s Product must fill out and submit the paperwork PRIOR to evaluating the student’s work. Visit CCT website and Google Classroom for Mentor Pages. |

<table>
<thead>
<tr>
<th>Values for this section: 0 = not yet 1 = yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1</td>
</tr>
<tr>
<td>0 1</td>
</tr>
<tr>
<td>0 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor’s Signature: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total for Mentor Evaluation (3 possible extra credit points) ____________</td>
<td></td>
</tr>
</tbody>
</table>

11
PORTFOLIO ITEM FOR PRODUCT PHASE

Product Evaluation 2

Due Date 10/13

Student’s Name: ____________________________ Shop: ____________________________

If Product doesn’t match the approved Junior Proposal it will receive a zero – don’t grade!

This portion to be completed by Shop Instructor (circle section to designate points awarded):

Received on or before Due Date points = 100% Received ___ days late, points = ______ % loss (10% reduction for each day late)

<table>
<thead>
<tr>
<th>Documentation: Product Planning Sheet</th>
<th>3=Exemplary</th>
<th>2=Meets Standard</th>
<th>1=Below Standard</th>
<th>0=Missing/Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product Planning Sheets exceeded expectations. Specific details were listed in Product Planning Sheets met expectations. They listed all of the steps needed for completion of Product. Revisions from first draft of timeline were made, if necessary. Product Planning Sheets were below expectations. They were missing two or more of the steps needed for the completion of Product or many steps did not align with required due dates. Necessary revisions from first draft of timeline were not made. The Product Planning Sheets were not available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Product Journal exceeded expectations. All entries were completed with specific details in each of the three required categories. Documentation exceeded expectations. All evidence was pertinent to Product and well presented. Product Journal met expectations. All entries were completed in each of the three required categories. Documentation met expectations of proper spelling, grammar and punctuation. All evidence was pertinent to Product. Product Journal was below expectations. Information was missing in three or more of entries. Documentation was below expectations. Not all of evidence enhanced the understanding of Product. Product Journal was not available. Documentation or evidence was not available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>Pursues knowledge and/or experiences independently beyond expectations. Understanding without any reliance on teacher/mentor/professional. Pursues knowledge and/or experiences independently within expectations. Understanding without reliance on teacher/mentor/professional. Pursues knowledge and/or experiences independently within expectations with considerable reliance on the teacher. Overcame problems and developed a better understanding with substantial assistance from teacher/mentor/professional. Did not pursue knowledge and/or experiences independently. Understanding with total reliance on the teacher/mentor/professional.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td>Timeline for completion of Product has exceeded expectations. Exceptional progress has been made since First Product Evaluation. Timeline for completion of Product has met expectations. Good progress has been made since First Product Evaluation. Timeline for completion of Product is below expectations. Limited progress has been made since First Product Evaluation. Timeline for completion of Product is not present. No progress has been made since First Product Evaluation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In your judgement, has the student set him/herself an appropriate timeline for completion of his/her product? 0=Not yet 1=Yes

Teacher’s Signature: ____________________________ Total for Evaluation (13 possible points)

Subtract Late Penalty, if applicable: _________

Add Mentor Evaluation, if applicable: _________

TOTAL for Product Evaluation 2: _________

Below to be completed by Technical Instructor:

___ The Fundraiser Information Form has been completed (if applicable)
___ The Community Partner Information Form has been completed (if applicable)
___ The Mentor Agreement & CORI Forms have been completed (if applicable)

Optional portion to be completed by Community Mentor before due date: Someone 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. See the school’s website for Mentor Pages.

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

0 1 Has the student demonstrated evidence of time management and perseverance in problem solving since you last met?

0 1 Has the student demonstrated evidence of professionalism (work ethic, promptness, communication)?

0 1 Are you satisfied with the student’s description of his/her strategy for completing his/her Product by the established due date based on your review of product goals, action plan, product journal, your current meeting and discussion, etc.?)

Comments:

Mentor’s Signature: ____________________________ Date: ____________________________

Total for Mentor Evaluation (3 possible extra credit points)

PORTFOLIO ITEM FOR PRODUCT PHASE
# Final Product Evaluation Rubric

**Due Date 10/13**

This portion to be completed by Shop Instructor (circle section to designate points awarded):

<table>
<thead>
<tr>
<th></th>
<th>5=Exemplary</th>
<th>4=Meets Standard</th>
<th>3=Progress Towards Standard</th>
<th>2=Below Standard</th>
<th>0=Missing/Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Proposal Match</strong></td>
<td>Completed Product matches approved Product Proposal which is present in binder with all required signatures.</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Completed Product does not match approved Product Proposal and/or does not include required signatures.</td>
</tr>
<tr>
<td><strong>Learning Stretch</strong></td>
<td>All of the skills demonstrated in completion of this Product were a significant learning stretch for this student.</td>
<td>Most of the skills demonstrated in completion of this Product were a learning stretch for this student.</td>
<td>Two or more of the individual skills demonstrated in completion of this Product were a learning stretch for this student.</td>
<td>At least one of the individual skills demonstrated in completion of this Product were a learning stretch for this student.</td>
<td>None of the skills demonstrated in completion of this Product were a learning stretch for this student.</td>
</tr>
<tr>
<td><strong>Documentation: Product Planning Sheet</strong></td>
<td>Product Planning Sheets exceeded expectations. Specific details were listed from start to finish, with due dates in mind, for completion of Product.</td>
<td>Product Planning Sheets met expectations. They listed all of the steps needed for completion of Product.</td>
<td>Product Planning Sheets were below expectations. They were missing two or more of the steps needed for the completion of Product or many steps did not align with required due dates.</td>
<td>Product Planning Sheets were inaccurate and/or incomplete. They were missing three or more of the steps needed for the completion of Product or all steps did not align with the required due dates.</td>
<td>The Product Planning Sheets were not available.</td>
</tr>
<tr>
<td><strong>Documentation: Product Journal</strong></td>
<td>The Product Journal exceeded expectations. All entries were completed with specific details in each of the three required categories. Product Journal displays more than required number of total hours.</td>
<td>Product Journal met expectations. All entries were completed in each of the three required categories. Product Journal displays required number of total hours.</td>
<td>Product Journal was below expectations. Information was missing in three or more of entries. Product Journal does not display total hours but student has met required number of hours.</td>
<td>Product Journal was inaccurate and/or incomplete. It was missing and/or had inaccurate information in five or more entries. Product Journal attempts to display the required number of total hours.</td>
<td>Product Journal was not available. Product Journal does not display required 15 total hours. Product cannot be graded further.</td>
</tr>
<tr>
<td><strong>Documentation: Receipts, lesson plans, emails, etc. (when applicable)</strong></td>
<td>Documentation exceeded expectations. All additional evidence was pertinent to Product and well presented.</td>
<td>Additional documentation met expectations of proper spelling, grammar and punctuation. All evidence was pertinent to Product.</td>
<td>Documentation was below expectations. Not all of evidence enhanced the understanding of Product.</td>
<td>Documentation was minimal and/or lacked proper spelling, grammar and punctuation. Evidence did not enhance the understanding of Product.</td>
<td>Documentation or evidence was not available.</td>
</tr>
<tr>
<td><strong>Visual Documentation: Photos (Photos may be downloaded to template OR printed out and placed to template)</strong></td>
<td>The visual documentation exceeded expectations. Photo sheets were created on the template with very detailed descriptive information present, showing progress from beginning to end.</td>
<td>The visual documentation met expectations. Photo sheets were created on the template with all descriptive information present, showing progress of the Product.</td>
<td>The visual documentation was below expectations. Photo sheets were included but were missing some descriptive information.</td>
<td>The visual documentation was minimal. Photos were included but were lacking descriptive information or were poor quality.</td>
<td>Visual documentation was not available.</td>
</tr>
<tr>
<td></td>
<td>5=Exemplary</td>
<td>4=Meets Standard</td>
<td>3=Progress Towards Standard</td>
<td>2=Below Standard</td>
<td>0=Missing/Not available</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------</td>
<td>-----------------</td>
<td>-----------------------------</td>
<td>-----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Finished Product Quality (reflective of the student’s ability level)</td>
<td>The quality of the Product exceeded expectations for the student’s ability level. Exhibits mastery of technical skills.</td>
<td>The quality of the Product met expectations for the student’s ability level. Exhibited accomplished technical skills.</td>
<td>The quality of the Product was below expectations for the student’s ability level. Technical skills were developing/progressing.</td>
<td>The quality of the Product was marginally acceptable. Technical skills were introductory.</td>
<td>The quality of the Product was unacceptable.</td>
</tr>
<tr>
<td>Time Management</td>
<td>Met all deadlines and their Product was completed on time. Superior evidence of prioritizing goals, putting the plan in motion and making changes when necessary.</td>
<td>Met all deadlines and their Product was completed on time. Adequate evidence of prioritizing goals, putting the plan in motion and making changes when necessary.</td>
<td>Missed one of the deadlines. Little evidence of prioritizing goals, putting the plan in motion and making changes when necessary.</td>
<td>Missed two or more of the deadlines. Minimal evidence of prioritizing goals, putting the plan in motion and making changes when necessary.</td>
<td>Did not meet any deadlines and the Product was not completed on time. Student demonstrated no evidence of prioritizing goals, putting the plan in motion and making changes when necessary.</td>
</tr>
<tr>
<td>Independence</td>
<td>Pursues knowledge and/or experiences independently beyond expectations. Understanding without any reliance on teacher/mentor/professional.</td>
<td>Pursues knowledge and/or experiences independently within expectations. Understanding without reliance on teacher/mentor/professional.</td>
<td>Pursues knowledge and/or experiences independently within expectations with minimal reliance on the teacher. Understanding with some assistance from teacher/mentor/professional.</td>
<td>Pursues knowledge and/or experiences independently within expectations with considerable reliance on the teacher. Overcame problems and developed a better understanding with substantial assistance from teacher/mentor/professional.</td>
<td>Did not pursue knowledge and/or experiences independently. Understanding with total assistance from teacher/mentor/professional.</td>
</tr>
<tr>
<td>Attitude/Effort</td>
<td>Attitude and effort exceeded expectations. Had an extremely positive attitude about the Product Phase and put forth an exemplary effort.</td>
<td>Attitude and effort met expectations. Had a positive attitude about the Product Phase and put forth a good effort.</td>
<td>Attitude and effort were below expectations. Occasionally had a positive attitude about the Product Phase and put forth a fair effort.</td>
<td>Attitude and effort were not even on the chart. Critical of the Product Phase and put forth minimal effort.</td>
<td>Attitude was always negative. Effort was poor.</td>
</tr>
</tbody>
</table>
PORTFOLIO ITEM FOR PRODUCT PHASE

Final Product Evaluation
Due Date 11/10

Student’s Name: ____________________________________________________________ Shop: ______________________

If Product doesn’t match the approved Junior Proposal it will receive a zero – don’t grade!
This portion to be completed by Shop Instructor:

Received on or before Due Date   points = 100%   Received ___ days late, points = ______% loss (10% reduction for each day late)

No   Yes   To your knowledge did the student engage in a minimum of 15 hours of Senior Project activities?

If evidence of 15 hours of work is not available, the Product does not meet the requirements, and will receive a zero – do not continue grading!

Student has the option to work additional hours on their Product to meet the hour requirement. Product may then be graded with appropriate late penalties applied.

Teacher’s Signature: ______________________________________________________ Total for Evaluation (13 possible points)_____

Subtract Late Penalty, if applicable: __________

Add Mentor Evaluation, if applicable: __________

Below to be completed by Technical Instructor:

TOTAL for Product Evaluation 2: __________

_____ The Fundraiser Information Form has been completed (if applicable)

_____ The Community Partner Information Form has been completed (if applicable)

_____ The Mentor Agreement & CORI Forms have been completed (if applicable)

Optional portion to be completed by Community Mentor before due date: Someone 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. See the school’s website for Mentor Pages.

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

0 1 Has the student demonstrated quality workmanship?

0 1 Has the student showed evidence of time management and perseverance in problem solving?

0 1 Has the student demonstrated the ability to make adjustments and/or changes based on Mentor’s input and advice?

0 1 Has the student demonstrated a professional work ethic?

Comments: __________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Mentor’s Signature: ____________________________________________________________ Date: ______________________

Total for Mentor Evaluation (4 possible extra credit points)_______
First Portfolio Evaluation
Due Date 11/10

Student’s Name: __________________________________________________________ Shop: ______________________

Received on or before Due Date: points = 100% Received ____ days late, points = ______% loss
(10% reduction for each day late)

***See Portfolio Criteria for Success Checklist***

0 3 Three ring binder with all work inside (no papers in binder’s pockets)
0 2 Four Divider pages with labeled Tabs for each Senior Project Phase & Junior Proposal with all work in page protectors
0 2 Complete Approved Junior Packet with signatures
0 2 3 Product Planning Sheets / Revised Cost Analysis Sheet
0 2 3 Product Journals
0 2 3 Product Evidence (pictures, receipts, research, emails, etc.)
0 2 3 Three Completed Product Evaluation Forms signed by teacher/mentor
0 2 3 Work is organized and includes all required Portfolio items from the Product Phase
0 2 3 Work is neat, legible and typed (where required)

Portfolio for First Trimester: Total for this section (25 potential points) __________ Subtract Late Penalty, if applicable: Total __________

Shop Teacher’s Signature: ________________________________________________ Date Graded: ______________________

Feedback • Recommendations • Suggestions:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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

Another resource is the Purdue On Line Writing Lab (OWL) with the MLA Formatting and Style Guide which may be found at: http://owl.english.purdue.edu/owl/resource/747/01/

You may also wish to refer to the notes and handouts saved from your 11th 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 Include 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.
PORTFOLIO ITEM FOR PAPER PHASE

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)
• A scientist’s actual notes
• An autobiography

Secondary sources include:
• Textbooks
• Reference books
• Any writing discussing any prior source

I have read and understand the Senior Project Anti Plagiarism Tips.

Student’s Name: ____________________________________________

Student’s Signature: _________________________________________ Date: ____________________
PORTFOLIO ITEM FOR PAPER PHASE

Developing Research Questions • Use Online Template
Due on or before 12/21, TBD by English Teacher

Write your research paper idea from your Junior Proposal:

Generate a list of keywords, phrases, facts, questions, or technical specifications that can help guide you through the research process of your paper.

I. Asking Factual Questions: Assume you and your reader know nothing about your subject. Make a list of specific questions that ask: Who? What? When? Where?

List some factual questions below about your topic that you may answer in your paper.

Examples:

What is commercial fishing?
As a people, who has had the greatest impact on commercial fishing as an industry?
When did commercial fishing start to affect fish populations?
Where has commercial fishing affected the environment the most?

II. Asking interpretive Questions: These kinds of questions can be based on the preliminary research you have done on your chosen topic.
  A. Hypothetical: Ask ‘what if’ questions. How would things be different today if something in the past had been different?

Write hypothetical questions about your topic.

Examples:

Without industrializations would commercial fishing have had the impact that it did?
What would happen to people who make their living fishing if their target species were depleted?

B. Prediction: How will something look or be in the future? Write prediction questions about your topic?

Example:

How will the oceans be affected if too many species are overfished?

C. Comparison: Find the similarities and differences between your main subject and a similar subject; or with another subject in the same time period or place.

Write comparison questions about your topic.

Examples:

How is fishing similar to farming?
How does fishing for Cod differ from fishing for shellfish?
Look at the five types of thesis statements below 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.
PORTFOLIO ITEM FOR PAPER PHASE

Peer Edit

Due Prior to Submission of Paper, TBD by English Teacher

Student’s Name: _____________________________________________  Shop: __________________

If Research Paper doesn’t match the approved Junior Proposal, the Junior Proposal needs to be rewritten.

Peer Editor Name: ___________________________________________

Directions:

• One of the paper editors will read the paper aloud to the author and the other editors.
• Constructive suggestions, comments & 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) with the appropriate number of entries.
0 1 Paper includes properly formatted in-text citation with the appropriate number of entries.

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).
0 1 Paper contains relevant details/quotes drawn from the research.
0 1 Paper contains correct sentence structure, spelling and grammar.

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 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.
PORTFOLIO ITEM FOR PAPER PHASE

Paper YES Test

Due Prior to Submission of Paper, TBD by English Teacher

Student’s 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 the appropriate number of pages of researched text and follow the Rookie’s Guide format?
Yes  No  Does it include a title page?
Yes  No  Does it include an outline?
Yes  No  Do you have note cards?
Yes  No  Is your thesis statement italicized?
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 the citations in the text of your paper match those in your Works Cited page?
Yes  No  Does your paper meet or exceed the required number of sources?

Notes to Self: ____________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

I have read and understand the Research Paper Format and General Requirements as they are outlined above.

Student’s Name: ____________________________________________________ Date: ____________________

Student’s Signature: ________________________________________________
PORTFOLIO ITEM FOR PAPER PHASE

Research Paper Evaluation Form for Technical Content

Due on or before 1/26, TBD by English Teacher

Student’s Name: ________________________________ Shop: __________________

Topic: ______________________________________________________________________________________________

............................................................................................................................................................................

This page to be completed by Shop Instructor:

Received on or before Due Date  points = 100%  Received ____ days late, points = ________% loss
(10% reduction for each day late)

If Research Paper doesn’t match the approved Junior Proposal, it will receive a zero – don’t grade!
If Research Paper was plagiarized, it will receive a zero – do not continue!

Values for this section:  0  = not present
                      1-2  = incomplete
                      3-4  = average / good quality
                      5  = excellent work, meets all expectations and requirements

Technical terminology and vocabulary are correctly utilized.  0 1 2 3 4 5
Technical content was clearly and accurately explained.  0 1 2 3 4 5
Sources of technical information are current and appropriate for the industry.  0 1 2 3 4 5
Technical topic was a learning stretch for the student.  0 1 2 3 4 5
The research clearly aligns with the thesis and overall scope of the project.  0 1 2 3 4 5

Total for Technical Content (25 possible points) __________
Subtract Late Penalty, if applicable: Total __________

Suggestions or Comments:

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

Shop Instructor Signature: ____________________________________________ Date Graded: _________________

I have read and understand these Research Paper Expectations.
PORTFOLIO ITEM FOR PAPER PHASE
Research Paper Evaluation Form
Due on or before 1/26

Student’s Name: ________________________________________________ Shop: ____________________

Topic: ____________________________________________________________________________________

This page to be completed by English Instructor:

Received on or before Due Date  points = 100%  
Received ____ days late, points = _______ % loss
(10% reduction for each day late)

If Research Paper doesn’t match the approved Junior Proposal it will receive a zero – don’t grade!

Works Cited: If Works Cited Page is not available, the Research Paper will be considered plagiarized, and will receive a zero, do not continue!
Works Cited page exhibits proper title, spacing, alphabetization and meets all MLA guidelines 0 - 5
Sources/Reliability: One point each, 5 total, for each properly presented and reliable source. 0 - 5
Students may lose one point per source for either its lack of reliability or improper MLA format.

Total for this section (10 possible points) ______

In-Text Citation: If In-Text Citation is not available, the Research Paper will be considered plagiarized, and will receive a zero, do not continue!
Each of the five sources from your works cited page is cited in the body of your paper 0 - 5
(1 point per source, for a total of 5)
Format: Each in-text citation is done correctly following MLA guidelines. 0 - 5
(1 point each)

Total for this section (10 possible points) ______

Focus on Thesis:
Sharp focus on the purpose of the thesis, displays a strong understanding of the content 8 - 10
Maintains focus on the thesis, displays an understanding of the content 6 - 7
General focus on the thesis, but some ideas stray from the point, lack understanding of some content 3 - 5
Misses the point of the thesis, displays little understanding of the content, states only the obvious 1 - 2

Total for this section (10 possible points) ______

Analysis using Evidence:
Contains relevant details/quotes drawn from the research to convey full understanding of the content, explanations 8 - 10
and analysis presented with great clarity and depth
Contains relevant details/quotes from the research to convey partial understanding of the text, explanations and 6 - 7
analysis presented clearly
Needs more details to convey a better understanding of the research, explanations lack some clarity and evidence 3 - 5
could be more thoroughly explained
Lacks any supporting detail or cites only irrelevant details, ideas are unclear or repetitive; writing is far too long 1 - 2
or too brief

Total for this section (10 possible points) ______

Organization and Conventions:
Paper is organized and written logically and effectively and is of professional quality 9 - 10
Paper is organized and contains no errors, but lacks style 7 - 8
Paper has basic organization, but contains errors and lacks style 5 - 6
Paper is lacking in both organization and contains many errors 3 - 4
Paper is disorganized in presentation and filled with grammatical and convention errors 1 - 2

Total for this section (10 possible points) ______

Total for Technical Content (25 possible points) __________  Total for Research Paper (50 possible points) ______
(From page 23)
Subtract Late Penalty, if applicable: Total ______

I have read and understand these Research Paper Expectations.
### Portfolio Item for Paper Phase

**Second Portfolio Evaluation**

Due on or before 2/16

**Student's Name:** ___________________________________________  **Shop:** ____________________

**Received on or before Due Date**  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three ring binder with all work inside (no papers in binder’s pockets)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Divider pages with labeled Tabs for each Senior Project Phase &amp; Junior Proposal with all work in page protectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Approved Junior Packet with signatures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three completed Product Evaluations graded with teacher signatures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed and signed Anti Plagiarism Tips with your signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Research Questions worksheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Thesis Statement worksheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Peer Edit page(s) with feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Paper YES Test with your signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Paper Evaluation Form for Technical Content with your signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Paper Evaluation Form with your signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Research Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work is neat, legible and typed (where required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Received on or before Due Date points = 100%**  

Received ____ days late, points = ________% loss  

(10% reduction for each day late)

**Portfolio for Second Trimester:**

Total for this section (25 potential points) _________  

Subtract Late Penalty, if applicable: Total _________

**English Teacher’s Signature:** ___________________________  **Date Graded:** ________________

**Feedback • Recommendations • Suggestions:**

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
What NOT to wear.
***Remember 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.

___________________________________________________________________________________________________

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

___________________________________________________________________________________________________

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).

___________________________________________________________________________________________________

Technical equipment needed and reserved in advance.

___________________________________________________________________________________________________

Proper tools/clothing/safety gear needed and reserved in advance. Practice your speech for timing.

___________________________________________________________________________________________________

**PORTFOLIO ITEM FOR PRESENTATION PHASE**

**Presentation Yes Test**

Due date TBD by Social Studies Teacher

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name: ___________________________</td>
<td>Shop: ______________________</td>
<td></td>
</tr>
</tbody>
</table>

- Have you practiced your presentation? If so, how many times? __________________________
- Is your presentation between 8 - 10 minutes? *(not including question and answer period)*
- Have you proofread your powerpoint presentation?
- Do your presentation visuals include appropriate spelling, grammar usage and mechanics?
- Has another person looked at your powerpoint presentation for suggestions and feedback?
  Who?: ____________________________________________
- Have you taken their suggestions and corrected all errors?
- Have you taken into account all safety issues for your presentation?
- Are you prepared to introduce yourself/shop, explain project theme, including Product and Paper?
- When you practiced, did you maintain good eye contact, i.e. not just reading notes/PowerPoint?
- Does your speech have a logical flow of ideas and effective transitions?
- When you practiced did you have an appropriate rate of speech, voice volume, good poise, posture and confidence?
- Did you describe your Product and have sufficient evidence of Product development?
- A description of your paper with key highlights of your research including the relationship between Paper & Product?
- Have you used clear, effective and appropriate technical language?
- Do you have a clear explanation of experiences, knowledge and expertise acquired during Senior Project?
- Have you described your learning stretch and challenges faced, including outcome of the Challenges?
- Do you have a conclusion including overall thoughts about your Senior Project journey and possible future applications?
- Are you prepared to answer questions confidently and knowledgeably?
- Have you prepared a professional response for questions to which you might not know the answer?
- Have you tried on your business professional attire?
- Is the length of your skirt, dress or pants appropriate?
- Have you tried to walk in your shoes without tripping?
- Is your outfit in need of ironing?
- Did you show your teacher your outfit?
- Does our outfit meet all the criteria for business professional?
- Is this your BEST work?

**Notes to Self:**

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### PORTFOLIO ITEM FOR PRESENTATION PHASE

**Third Portfolio Evaluation**
Due on or before 4/28 ~ TBD by Social Studies Teacher

<table>
<thead>
<tr>
<th>Student’s Name: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Signature: ____________________</td>
<td></td>
</tr>
</tbody>
</table>

**Received on or before Due Date**  points = 100%  

- 0 1 2 Three ring binder with all work inside (no papers in binder’s pockets)
- 0 1 2 Four Divider pages with labeled Tabs for each Senior Project Phase & Junior Proposal with all work in page protectors
- 0 1 Completed First Portfolio Evaluation graded with teacher signature
- 0 1 Completed Second Portfolio Evaluation graded with teacher signature
- 0 1 2 All required Portfolio items from Product and Paper Phases (see page 8)
- 0 1 2 3 Completed Presentation Planning Sheet
- 0 1 2 3 Copy of PowerPoint presentation (9 slides per page)
- 0 1 2 3 Completed and graded practice oral presentation (per teacher’s required rubric)
- 0 1 2 3 Completed Presentation YES Test with your signature
- 0 1 2 3 Work is neat, legible and typed (where required)
- 0 3 Portfolio is of exemplary professional quality

**Portfolio for Third Trimester:**

**Total for this section (25 potential points)** __________

Subtract Late Penalty, if applicable: Total __________
PORTFOLIO ITEM FOR PRESENTATION PHASE

Presentation Evaluation Form

<table>
<thead>
<tr>
<th>5 = EXEMPLARY</th>
<th>4 = MEETS STANDARD</th>
<th>3 = PROGRESS TOWARD STANDARD</th>
<th>2 = BELOW STANDARD</th>
<th>0 = MISSING, NOT AVAILABLE</th>
</tr>
</thead>
</table>


Student has all:
- intro self
- intro shop
- mentioned:
  - Project theme
  - Paper
  - Product
- shook judges' hand

Student has all but one:
- intro self
- intro shop
- mentioned:
  - Project theme
  - Paper
  - Product

Student has all but two:
- intro self
- intro shop
- mentioned:
  - Project theme
  - Paper
  - Product

Student missing more than two:
- intro self
- intro shop
- mentioned:
  - Project theme
  - Paper
  - Product

Student missing all:
- intro self
- intro shop
- mentioned:
  - Project theme
  - Paper
  - Product

PRESENTATION AND DELIVERY: Dressed in business professional attire for ladies.

- Dress paired with jacket
- Skirt or slacks paired with jacket
- Dress shoes

Standard:
- Skirt or pants
  - with shirt, sweater or top
- Dress
- Dress shoes

One missing or inappropriate items from Standard and/or rumpled/soiled

More than one missing or inappropriate items from Standard and/or rumpled/soiled

Does not have any component of Standard

PRESENTATION AND DELIVERY: Dressed in business professional attire for gentlemen.

- Business suit or sports jacket
- Tie
- Button down shirt
- Dress slacks
- Dress shoes
- Matching socks

Standard:
- Collared shirt
- Tie
- Slacks
- Shoes

One missing or inappropriate items from Standard and/or rumpled/soiled

More than one missing or inappropriate items from Standard and/or rumpled/soiled

Does not have any component of Standard

PRESENTATION AND DELIVERY: Maintained good eye contact, i.e. not just reading notes/PowerPoint.

Expressively employed appropriate eye contact, no reading of notes/PowerPoint

Employed some appropriate eye contact, limited reading of notes/PowerPoint

Employed infrequent eye contact, some reading of notes/PowerPoint

Inadequate eye contact, frequent reading of notes/PowerPoint

No eye contact, continual reading of notes/PowerPoint

PRESENTATION AND DELIVERY: Organization of speech with a logical flow of ideas and effective transitions.
Seamless flow. Information/ideas presented in a consistently logical sequence. Transitions and/or connections were eloquent.

Good flow. Important information/ideas were presented in a logical sequence with few lapses. Transitions and/or connections were made.

Weak flow. Important information/ideas were lacking organization and proper sequence. Transitions and/or connections were weak.

Irrelevant, unnecessary information detracts. Main ideas were not specifically identified.

Disorganized and lacked transitions.

PRESENTATION AND DELIVERY: Appropriate rate of speech, volume of voice, and demonstrated good poise, posture and confidence.

Expertly employed appropriate:
- Rate of speech
- Volume
- Articulation
- Poise/posture
- Confidence

Frequently employed appropriate:
- Rate of speech
- Volume
- Articulation
- Poise/posture
- Confidence

Generally employed appropriate:
- Rate of speech
- Volume
- Articulation
- Poise/posture
- Confidence

Infrequently employed appropriate:
- Rate of speech
- Volume
- Articulation
- Poise/posture
- Confidence

Did not employ appropriate:
- Rate of speech
- Volume
- Articulation
- Poise/posture
- Confidence

PRESENTATION AND DELIVERY: Conclusion including overall thoughts about Senior Project journey and possible future applications.

Conclusion left audience with an unquestionable sense of closure. Included detailed future applications.

Conclusion left audience with an effective level of closure.

Conclusion left audience with limited sense of closure.

Conclusion was weak.

No conclusion was evident.

PRESENTATION AND DELIVERY: Length of presentation (not including question and answer period)

Speech was 8 to 10 minutes.

N/A

N/A

N/A

Speech was under 8 or over 10 minutes.

CONTENT: Description of Product

Student expertly described:
- Inception of Product idea
- Product description
- Major facets/function of Product

Student adequately described:
- Product description

Student offered an unperceptive explanation of:
- Product description

Student failed to provide description and evidence of Product development

CONTENT: Evidence of Product development

Comprehensive evidence of Product development:
- brought in Product or photos of final Product
- photos of phases of development
- Photos of student working on Product
- articulately described major phases of entire Product development

Student adequately described and had evidence of Product development

Student had limited description and limited evidence of Product development

Student inadequately described and had no evidence of Product development

Student failed to provide description and evidence of Product development

CONTENT: Paper’s description with key highlights of student’s research including description of the relationship between Paper & Product.
Expertly explained with details:
- Research Paper
- Key highlights of research
- Relationship between Paper and Product

Explained:
- Research Paper
- Key highlights of research
- Relationship between Paper and Product

Explained two:
- Research Paper
- Key highlights of research
- Relationship between Paper and Product

Explained one:
- Research Paper
- Key highlights of research
- Relationship between Paper and Product

Did not explain Paper, key highlights and relationship between Paper and Product

<table>
<thead>
<tr>
<th>CONTENT: Use of clear, effective and appropriate technical language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student expertly used, and defined when necessary, extensive technical language.</td>
</tr>
<tr>
<td>Student accurately used appropriate technical language.</td>
</tr>
<tr>
<td>Student used some technical language with some inaccuracies.</td>
</tr>
<tr>
<td>Student inaccurately used little technical language.</td>
</tr>
<tr>
<td>Student did not use any technical language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENT: Quality of presentation visuals including layout, set up, graphics, as well as appropriate spelling, grammar usage and mechanics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visuals are creative, readable and attractive, enhancing the message. Appropriate spelling, sentence structure and grammar. Work is of professional quality.</td>
</tr>
<tr>
<td>Visuals are readable and attractive. The few grammar errors or sentence construction problems do not inhibit understanding. With more editing, the work would be of professional quality.</td>
</tr>
<tr>
<td>Visuals may be messy and not appropriate to support presentation. Spelling, sentence structure and grammar errors get in the way of understanding. Lacks sufficient editing to be of professional quality.</td>
</tr>
<tr>
<td>Visuals undecipherable. Graphic detracts from message. Basic grammar and usage errors impede understanding. Work is not of professional quality.</td>
</tr>
<tr>
<td>No visuals used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING STRETCH: Explanation of experiences, knowledge and expertise acquired during student’s Senior Project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offered an insightful explanation of experiences, knowledge and expertise acquired.</td>
</tr>
<tr>
<td>Offered explanation of experiences, knowledge and expertise acquired.</td>
</tr>
<tr>
<td>Offered an unperceptive explanation of experiences, knowledge and expertise acquired.</td>
</tr>
<tr>
<td>Offered a vague and incomplete explanation of experiences, knowledge and expertise acquired.</td>
</tr>
<tr>
<td>Did not explain any of experiences, knowledge and expertise acquired.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING STRETCH: Description of project’s learning stretch for student and challenges faced, including outcome of the challenges.</th>
</tr>
</thead>
</table>
| Described with exceptional depth and insight:
  - Learning stretch
  - Challenges faced
  - Challenges outcomes |
| Described:
  - Learning stretch
  - Challenges faced
  - Challenges outcomes |
| Limited description and/or missing one below:
  - Learning stretch
  - Challenges faced
  - Challenges outcomes |
| Limited/unclear description and/or missing two below:
  - Learning stretch
  - Challenges faced
  - Challenges outcomes |
| Did not describe learning stretch, challenges and outcomes. |

<table>
<thead>
<tr>
<th>QUESTION AND ANSWER PERIOD: Responses to questions were confident and knowledgeable (judges to ask a minimum of 3 questions).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidently and knowledgeably responded to judges’ questions. Expertly utilized visual aides, referred to their portfolio, and/or gave a demonstration to support their responses.</td>
</tr>
<tr>
<td>Responded to judges’ questions confidently and knowledgeably.</td>
</tr>
<tr>
<td>Ineffectively responded to judges’ questions. Response not clear or did not add to comprehension to the listener.</td>
</tr>
<tr>
<td>Unacceptably responded to or did not respond to judges’ questions. Answers were irrelevant.</td>
</tr>
<tr>
<td>Did not answer the judges’ questions.</td>
</tr>
</tbody>
</table>

Presentation Total (75 points)  
______________________________________

Showcase Participation (3 points extra credit)  
______________________________________

Final Total  
______________________________________