

# University High School



Senior Project  
2019-2020



# University High School

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## Senior Project Mission Statement

**The University High School Senior Project is designed to foster students' ability to be self-directed and independent learners.**

**The Senior Project will also provide a cumulative evaluation instrument to validate a senior student's ability to research from a variety of media, design and complete a project, and teach others about the project in a formal presentation.**

Congratulations to the class of 2020! We are excited to see you finish your senior year strong, and to see where your paths lead in the coming years. Our mission at University Schools is to prepare you to be learners, leaders and caring citizens in our community. Part of reaching this goal is to both require and support senior projects that help you to grow in your knowledge and skills through this learning experience.

This handbook is designed to give you the resources you need to make sure that you meet all of the requirements of the project. Your advisor and mentor will help you along the way, and please ask questions early and often. From the letter of intent to the senior board presentation, you will need to track your progress and document your learning in order to complete this important graduation requirement for University High School.

We look forward to seeing the amazing projects and learning that come from this year's group of seniors. Please let us know how we can support you in completing these requirements. Work hard, remember that you have a team of people wanting to support you, and enjoy the journey!

Sincerely,

*Jeff Casey*

Jeff Casey, High School Principal



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## Senior Project Calendar 2019-2020

### **April**

26 Early Proposals – Letter of Intent Due in Google Classroom (to be reviewed by faculty)

### **August**

29 Distribution of Senior Project Booklets and Topic Selection Process

### **September**

20 Letter of Intent Due in Google Classroom (to be reviewed by faculty)

### **September**

30 Letter of Intent returned to students; begin approved project

### **November**

22 Letter of Request to Mentor and Parent Consent Form Due (to Mentor and Advisor) upload to Google Classroom

25 Begin Senior Project Poster

### **December**

16-19 Conferences to clarify graduation options for students who have not met the above due dates.

19 Senior Project Poster Due to Advisor

### **February**

4-6 Fieldwork Journal Check (Advisor)

### **March**

16-24 Spring Break – Possible time to work on project

23-25 Senior Portfolio and Presentation Practice

23-25 Optional Senior Project night (at Advisor's discretion)

26 Senior Project Portfolio due to (Mr. Casey from Advisor)

### **April**

6 Senior Boards



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## **Senior Project Overview**

The purpose of the Senior Project is to give students a chance to choose an area of study, to combine different disciplines, to explore new avenues in a productive manner, and, at the same time, to help others and contribute to the community. Each student needs to address a challenging issue that will stretch his/her intellectual and personal growth. In essence, the project will provide a **significant learning stretch**. It should be relevant to the community at large and/or give insight to a field that he/she may want to pursue as a career.

### ***Benefits of the Senior Project***

Once the graduating senior has completed the Senior Project, he or she will have completed a task that has brought maturity, organization, service, learning, and public speaking skills to fruition. It is also important to note that students will be creating and completing these types of projects in their post-high school careers as well. Any student planning to attend a college or university will have to complete major projects like this as a part of the university experience. Most careers also require employees to complete similar projects. Students will have experience in real-world tasks.

These projects can, and should be, creative and unique. There is no limit to what a student can do to challenge himself or herself, to learn and help others in the process.

Any of the projects described in this booklet show that the student has used a host of skills that will set him or her apart from other seniors.

### ***Senior Project Requirements***

1. Project
2. Poster
3. Portfolio (a binder containing evidence of Senior Project)
4. Senior Boards (Presentation of learning in front of Senior Boards)

### ***Steps of the Senior Project Process***

1. Write and submit topic proposal for approval by University faculty members
2. Secure a project mentor
3. Create and present project poster in Advising (submit to Denise – main office)
4. Complete and document fieldwork under mentor's supervision
5. Create project product
6. Assemble project portfolio
7. Demonstrate learning stretch to Senior Boards

# Topic Selection

## **Points to Consider Concerning Senior Project**

1. Which project will I most likely be able to use after senior year?
2. Which choice will challenge me the most and provide a learning stretch?
3. Which area will enable me to find the most resources?
4. Do I have a person who is willing to serve as my mentor?
5. Which project is realistic in terms of time for me, a busy senior?
6. What are my talents?
7. Is there an area that a college admissions representative or an employer will look at with interest?
8. Is there a budget concern for me?
9. Is there a concern about transportation?

## **Project Guidelines**

Remember the Senior Project REQUIREMENTS:

1. Demonstrate a **significant learning stretch** through a well-designed project.
2. Document a minimum of 30 hours participation outside of school.
3. Complete a Fieldwork Journal (with time log)
4. Secure a mentor WHO IS NOT FAMILY OR A HIGH SCHOOL STAFF MEMBER AT UNIVERSITY HIGH SCHOOL. Make sure your mentor understands his or her responsibilities and the scope of your project.
5. Educate a board of judges about your Senior Project topic, experience, and product

## **Brainstorming Sheet for Students**

Contemplate all the areas of interest in your life. Where do you see yourself in ten years?

Where do you see your project in relationship to one or any of the ideas listed below?

1. Social studies (historical study, cultural study)
2. Space (exploration, extraterrestrial theory)
3. Specialized hobbies or collections (coins, cars, dolls)
4. Philosophy (comparative studies, certain theorists or leaders)
5. Art (producing the school's art show, painting, designing a stained glass window)
6. Education (working with elementary students, working with a high school teacher on a topic, working with the county to fight illiteracy)
7. Technology (wood, metal, cars, computers, graphics, electronics)
8. Family and consumer sciences (designing and sewing costumes for a play, musical, or homecoming; catering a special event)
9. Writing and/or literature (writing and illustrating a children's book in English or a foreign language, compiling a poetry book)
10. Math and Science (exploring certain math theories, starting a tutoring program after school, pursuing an ozone study or starting a recycling program)
11. Photography/film (making a movie, taping and editing school events, showing photographs)
12. Social Concerns (homelessness in Denver or the Front Range, aging, youth violence)
13. Career path (journalist, doctors, physical therapists, researchers)
14. Volunteer/community service extension (volunteer project at a local hospital)
15. Travel (languages, working during a break in a foreign land)
16. Health and fitness (physical program for youth, teaching/ coaching others)
17. Performing arts (music, dance, drama)
18. Business (trends, stocks, computers)

19. Sports-related project (teaching children a new sport skill, volunteering at the Fun Plex)
20. Certification in an area (like CPR and help host a health fair)

### ***Senior Project Ideas***

This is not a definitive list of all possible project topics. It is not intended to limit student creativity or initiative. This list is provided to promote student formulation of a meaningful, personal choice that reflects the philosophy of the project. **Students may not use a project that will count as a class credit. They can, however, create an extension of a class project for which they received credit.**

### ***School Service Projects***

- Develop and execute a tutoring program
- Write a computer program for the school or an instructor
- Design and publish a newsletter for a school organization
- Design and publish brochures about school programs
- Develop and implement an intramural program
- Research a current school policy and make recommendations for improvements
- Design and create a piece of art for public display
- Plan a school-wide art show
- Plan and organize a major-school wide event
- Work with a sports team and collect and produce video clips of the season's best, funniest, most exciting plays and moments, etc.

### ***Community Improvement/ Involvement Projects***

- Coordinate a service project for a nonprofit organization
- Create and implement a service project for the elderly
- Plan, organize, and execute environmental improvement project
- Build or renovate a house as a service project
- Design and build a fitness trail
- Organize a community festival (i.e., arts, music, foods, multicultural heritage, etc.)
- Plan and supervise an elementary school bicycle safety program
- Coach a community sports team
- Teach a religious instruction class
- Work with and for a political candidate during a primary or general election campaign

### ***Fine Arts and Creative Projects***

- Compose and perform a piece of music for a senior citizen home
- Organize a student concert
- Organize a student art show
- Edit and produce a magazine for a school/community organization
- Edit and produce a school newspaper
- Write and publish a short story or book of poems
- Direct a school play or dramatic performance
- Design and paint a mural for display somewhere in the community
- Plan and conduct a showing of your personal artwork or writings
- Write and illustrate a children's book in English or a foreign language
- Make a video for public service announcements

### ***Entrepreneur Projects***

- Set up a small business, keeping financial records and managing time and materials
- Create a company and then develop and produce a product that helps someone or a group
- Organize a fundraising activity for a nonprofit cause
- Establish a teen coffeehouse as a way to share poetry.

### ***Internship or Career-Related Projects***

- Intern in a health-related field and share that with a health class
- Intern with a government or legal entity and design a lesson
- Intern with a newspaper or publishing entity and design a lesson
- Intern with a design or advertising firm and create a design or marketing plan
- Intern at a daycare center and create lesson plans
- Intern with a film, theater, or drama entity and share that with the church drama club
- Intern with a general contractor and design something for the school grounds.
- Intern with a skilled tradesman and donate work to a worthy cause

### ***Practical Arts Projects***

- Build a piece of furniture and donate it to a charity auction
- Cater a social function for the community, i.e. local firemen etc.
- Design and create an original clothing design for a production such as the spring musical or fall play
- Demonstrate carpentry skills by remodeling or enhancing an area in the community
- Design and redecorate a room for a women's shelter
- Create and paint a design for someone's home/workplace/community center
- Create an appropriate animated movie for a class/elementary school.
- Write, direct, and perform a children's theater production
- Create an elementary drama production
- Design puppets and produce a puppet show for younger kids
- Develop public relations or marketing materials for a theater
- Host a band festival

### ***Other Suggestions***

- Help train others for a marathon or related sporting event
- Work with a veterinary hospital staff member
- Research how the brain, skeletal, or other system in the body works and produce a video or visual for display for a science/ health teacher
- Work with the Humane Society or the Denver Zoo on a project
- Work with children with disabilities (i.e., design sports activities for them)
- Create and follow through with a recycling program for a semester
- Conduct mock trials
- Sponsor and administer a voter registration drive
- Organize a model similar to the United Nations
- Organize a forensics tournament
- Complete a community improvement project (park or playground)
- Organize a spring extravaganza for a senior citizens center
- Design a cultural display case for a local business
- Establish a correspondence program with a school in a foreign country or local school with guidance from a teacher



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## Project Guidelines

The Senior Project is different from most other forms of research because it directs students away from books and out into the world for some hands-on experience. The Senior Project must demonstrate a learning stretch. It should push the student to develop new talents, abilities, or interests. The Senior Project cannot be something previously attempted. **The student must have an end product. Simply completing the field log and accompanying paper work does not constitute a project.** If the purpose of research is to apply the knowledge in a personal way, then the projects will be as diverse, unique, and varied as the students who design them.

A project will:

- Demonstrate a learning stretch through a well-designed project
- Require documentation of a minimum of 30 hours participation
- Require a completed Mentor Verification Form
- Require a daily Field Work Journal documenting the daily student experience, documents ongoing progress, daily challenges, problem-solving techniques
- Require evidence of physical field work and a physical product

### **Note to Students Who Want the Easy Way Out:**

Some students think that it is a cinch to choose what they think is an easy project. They think to themselves, "I'll just choose something that won't take much time or effort, just to get it done. I'll take my C and see you later." Without exception, the students who have done this found several things to be true:

- 1) **Easy wasn't true because there wasn't much to the project in the first place.**
- 2) **There was no challenge or risk; therefore, the whole experience was unsatisfying.**
- 3) **They did not feel proud of their accomplishment because there was none.**
- 4) **They wasted their time.**

# Letter of Intent: Outline

Student's street address  
City, State and Zip Code  
November 1, 2014 (Today's date)

Faculty Review Committee  
6525 18<sup>th</sup> Street (School address)  
Greeley, CO 80634

Title of Project:

**Paragraph I: Topic Proposal:** What is the proposed topic? What will be your proposed fieldwork? What will be your final product?

**Paragraph II: Interest in Project:** Explain your interest and any previous experience you have in this field. Why I want to do this? What value will the project hold for me, the school, and/ or the community at large?

**Paragraph III: Learning Stretch:** What will I learn during this project, particularly how will I challenge myself to stretch beyond my usual limits?

Sincerely,

(Student's Name)



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## Parent Consent Form

Please discuss the importance of the Senior Project with your student and determine whether your student's choice will fall within his/ her **physical and financial means**.

As a parent/ guardian of \_\_\_\_\_, I am aware that my son/ daughter will participate in the Senior Project as required in his/ her Graduation Requirements.

For the physical product/ fieldwork, my daughter/son has decided to

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

I fully understand that this physical product/ fieldwork selection decision is made independently of the staff and administration of the high school.

I give my consent for my son/daughter to do the Senior Project that he/she has chosen. I understand that my student is responsible for any costs of the project although fundraising may be approved as a part of the project.

\_\_\_\_\_  
Parent/ Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



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## Senior Project Poster Requirements

This assignment is an opportunity to publicize the Senior Project to the students, staff, and public. These posters will be on display for the entire school community. They are public displays of your commitment to and your interest in your project topics. You are asked to adhere to the following guidelines in order to produce a professional, understandable, and attractive Senior Project poster.

### ***Materials***

- Any color poster-board (purchase at Target, Office Max, Wal- Mart, or art store) 11” by 14”
- Use crayons, colored pencils, pens, colored paper, markers, glitter, fabric, magazine cutouts, stencils, computer generated graphics, etc.

### ***Content:***

- Your full name on the front
- Project Title
- Your physical product/fieldwork topic written with an action verb – description of field work
- A graphic of some kind that relates to your topic
- No spelling or grammatical errors

### ***Organization, Creativity and Legibility:***

- Must be neat, clear and legible. Lettering that is cluttered or hard to read from a distance is unacceptable
- Information must be understandable and easy to follow

### ***Design:***

- Be creative. Make a poster that is a unique, artistic reflection of your topic.
- Take pride in your work
- Use color and design to showcase your topic in an eye- catching and attractive manner.



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## Senior Project Poster Evaluation Form

Student Name: \_\_\_\_\_

Advisor Teacher: \_\_\_\_\_

### Senior Project Poster Evaluation Form

- |  |     |    |
|--|-----|----|
| 1. Poster contains the student's name                                | YES | NO |
| 2. Poster is correct size (11" X 14")                                | YES | NO |
| 3. Poster includes student's project title                           | YES | NO |
| 4. Poster describes physical and project/<br>fieldwork               | YES | NO |
| 5. Poster has an effective graphic                                   | YES | NO |
| 6. Poster is error free, correct spelling, etc                       | YES | NO |
| 7. Poster has acceptable organization,<br>creativity, and legibility | YES | NO |



## **How to Find a Mentor:**

Finding a good Mentor (one who is invested in your project and your success) is an important part of the Senior Project. Many adults in the community are interested in helping students obtain real world experience; however, they rarely have the opportunity. This is their opportunity. Locating a mentor will teach you valuable skills in regards to networking with working professionals and communicating within the framework of an adult world.

### **How to locate a mentor**

1. Have a topic.
2. Brainstorm people you know (no high school faculty or family members can be mentors)
3. Brainstorm other options including UNC students and faculty, local businesses, and people in, and outside of, the geographic area
4. Narrow down the list. If one person stands out, contact them. If there are several options, email several people and wait for a response.
5. Be patient (wait 2-5 days)
6. Continue to attempt to contact potential mentors if you receive no responses from your initial inquires.
7. If you do not receive any responses via email, try calling the business or individual directly. Phone calls and personal requests are more difficult to ignore.
8. It will take time. Be persistent.



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## Letter of Request to Mentor: Outline

Student's street address  
City, State and Zip Code  
December 1, 2014 (Today's date)

Ms. Jane Doe (Mentor's name)  
6525 W 18<sup>th</sup> Street (Mentor's address)  
Greeley, CO 80634

Dear Mr./Ms. Doe:

**Paragraph I: Overview of Senior Project:** Introduce yourself. Explain what the senior project is. Be sure to include: all requirements, the timeline and the rationale. (All of this info is in this booklet!)

**Paragraph II: Detailed information about your project:** Outline what your individual project will be. Why did you choose this project? What do you hope to learn? What do you want to do? What will your product be? What is your timeline from beginning to end.

**Paragraph III: Role of the Mentor:** Explain what role you see your mentor playing in your project. What will you need from him/her? What will his/her time commitment be? How often do you think you would need to meet/talk? It's important to be clear about your expectations of a mentor- he/she will have to verify that you completed your project and he/she should know what he/she is signing up for.

**Paragraph IV: Closing:** A short closing thank you statement highlighting your excitement and appreciation that he/she will work with you to achieve your project goals.

Sincerely,

(Student's name)

\*\*\*upload a copy to Google classroom



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## Senior Project Mentor Agreement Form

Dear Mentor,

\_\_\_\_\_ has chosen you to be his/her product/fieldwork mentor. You will be asked to verify the student's effort on his/her physical product/fieldwork. Since most of the time spent on the product phase of the assignment will be outside of the classroom, verification of the student's efforts is necessary. Be aware that serving as a mentor requires a time commitment from you that includes regular contact. Please read the student's Letter of Request to Mentor for the Senior Project expectations as well as the personal expectations. Your effort to assist and support our students is truly appreciated and we thank you for your time.

### Project Guidelines

The Senior Project is different from most other forms of research because it directs students away from books and out into the world for some hands-on experience. The Senior Project must demonstrate a learning stretch. It should push the student to develop new talents, abilities, or interests. It should provide the opportunity for students to reach beyond their own comfort zone. The Senior Project cannot be something previously attempted by the student. The student must have an end product that demonstrates his or her learning.

**The student has provided me with a Letter of Request to Mentor outlining both the Senior Project and personal project expectations.**

Yes \_\_\_\_\_

No \_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Mentor's Area of Expertise \_\_\_\_\_

Mentor's best telephone number(s)/email: \_\_\_\_\_

Best time to reach mentor: \_\_\_\_\_

**NOTE: Family members and University High School Staff are NOT permitted to be project mentors.**

\*\*\*upload a copy to Google classroom



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## Monthly Status Update

Complete the following tasks, and answer the following questions, every month. This status update is expected to be very detailed.

**FYI:** Advisors will communicate directly with parents if a student fails to submit this assignment each month. If the status update continues to be incomplete or absent, a conference with the student, advisor, family, counselor, and administrator will result.

Submit a **physical copy** to your advisor (and a **digital copy** to Google Classroom at the advisor's request).

1. **Fieldwork Journal Log:** See the Senior Project Handbook for a template and completion instructions
2. **This Is What I Have Done:** Create a detailed list of tasks that you completed during the month.
3. **This Is What I Have Learned:** What specifically have you learned about yourself, your project, your mentor, etc during this month.
4. **These Are My Next Steps (Big Picture):** In general, what do you need to do next in order to make progress towards completing your project?
5. **Evidence Based Goals (Detailed):** What specific tasks do you need to complete in the next month in order to meet your big picture next steps (step 4).
6. **Your Mentor:** Are you having any specific struggles with your mentor?
  - a. What type of communication do you have with your mentor?
  - b. How frequently do you communicate with your mentor (this should be on the verification log)?
  - c. Do you have needs or questions that pertain to your project that your mentor cannot meet or cannot answer?

\*\*\*upload a copy to Google classroom



## Field Work Journal

During the fieldwork phase of the Senior Project, you must keep an up-to-date record of the effort, results, and time you have spent working on your fieldwork. This log is important for several reasons. First, it keeps you on task and focused by requiring you to write down all that you have accomplished so far and what you still need to complete. Second, it helps keep a record of the time spent on the physical product/ fieldwork. Finally, the physical product/ fieldwork log allows the teacher and the Senior Board Judges to realize the effort, thought, and learning stretch you have expended. It will give them a clearer idea of the scope of your physical product/ fieldwork.

### **Expectations: 12 entries minimum totaling a minimum of 30 hours**

1. The log should describe what you do at one time in specific detail. You should not wait until the end of the week, for example, to write several entries or to try too many activities in one log entry. Either way, you would probably be too general.
2. The log must include contacts you make with your mentor(s) and others who assist you along the way.
3. **The log should report successes, surprises, disappointments, and changes.**
4. The log must be typed - remember that both your teacher and judges will read it - but it need not have the serious tone that a research paper does.
5. The date on each activity should be included at the top of each entry.
6. The number of minutes/ hours spent on that day's activity should be reported at the end of the entry in parentheses. That number should be reasonable. Going to the library to pick up one book would not reasonably take three hours, for example.

<b>Things to include</b>	<b>Things to <i>not</i> include</b>
<ul style="list-style-type: none"><li>• Letters of Intent</li><li>• Research for Project</li><li>• Correspondence / meetings with mentors</li><li>• Fieldwork</li><li>• Product</li></ul>	<ul style="list-style-type: none"><li>• Letters to Judges</li><li>• Portfolio Construction</li><li>• Senior Poster Construction</li><li>• Speech Construction/ Practice</li><li>• Driving Time</li></ul>

## Senior Project Fieldwork Journal Sample

**\*\*Note: You must have at least 12 entries totaling a minimum of 30 hours.**

**Name:** \_\_\_\_\_ **Project Title:** \_\_\_\_\_

### Senior Project

<b>Date/Time Spent</b>	<b>Activities</b>	<b>Reflection</b>
<b>Directions:</b> In this column, write the date and the amount of hours/minutes you spent working on your project.	<b>Directions:</b> In this column, you must describe what you do in specific detail. You should include contacts made with mentors and other people who assist you along the way, and the location of activities.	<b>Directions:</b> In this column, report your successes, surprises, disappointments, difficulties, and changes. Include details about new information you have learned. Provide a narrative of your personal growth throughout the project process.
<b>Example:</b> Jan. 14 (2 hr. 20 min.)	<b>Example:</b> Met with engineer at recording studio to discuss mixing of background tracks.	<b>Example:</b> This was more difficult than I imagined. It was very frustrating trying to explain my vision of the song to the engineer. After hours of effort, however, we were on the same page and recorded two sample tracks.

# Senior Project Fieldwork Log

**Senior Project:**

**Name:** \_\_\_\_\_ **Project Title:** \_\_\_\_\_

Date/Time Spent	Activities	Reflection



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## Mentor Verification Form

Student Name \_\_\_\_\_ Physical Product/Fieldwork \_\_\_\_\_

Dear Mentor:

You have been chosen to verify this student's effort on his/her physical product/fieldwork. Since most of the time spent on the product phase of the assignment has been outside of the classroom, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate his/her physical product/fieldwork. This form and your verification refer to the actual physical product/fieldwork.

1. Can you verify that the student spent at least 30 hours creating this physical product/fieldwork? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

2. Have you seen the physical product/fieldwork at different stages of completion, and not just the final phase? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

3. What problems specifically did the student encounter and overcome?

4. Has the student demonstrated a stretch in learning? How did the student experience a departure from his or her comfort zone?

5. What success have you seen this student achieve?

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Telephone \_\_\_\_\_

Thank you for your cooperation. Your time and effort are truly appreciated.



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## Portfolio Requirements

The portfolio reflects your learning process over the entirety of the Senior Project. It provides essential documentation of your project for Senior Board judges. Remember this will be their first impression of you and your project.

Portfolio contents will be presented in a three ring binder with a front-view cover. Portfolio documentation is to be typed except where applicable forms utilize hand-written responses. Photo documentation is to be captioned.

**Important Note:** Incomplete, un-typed, or otherwise partial portfolios will not be evaluated.

**A complete portfolio will contain the following items, in this order:**

1. \_\_\_\_\_ **Decorative Front Cover** (including title of project and student name)
2. \_\_\_\_\_ **Table of Contents** (and clearly labeled Section Dividers throughout portfolio)
3. \_\_\_\_\_ **Senior Project Completion Verification** (Signed by advisor)
4. \_\_\_\_\_ **Letter to the Judges**
5. \_\_\_\_\_ **Letter of Intent**
6. \_\_\_\_\_ **Letter of Request to Mentor**
7. \_\_\_\_\_ **Fieldwork Journal**
8. \_\_\_\_\_ **Body of Evidence: Learning Stretch Evidence!** Include samples of physical product or fieldwork (i.e., photos, plans, illustrations, designs, other evidence)
9. \_\_\_\_\_ **Forms:** Parent Consent Form  
Mentor Agreement Form  
Mentor Verification Form  
Senior Project Poster Evaluation Form



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## Senior Project Completion Verification

Advisor please submit this form with the senior's completed portfolio

**Student Name:** \_\_\_\_\_

**Advisor Name:** \_\_\_\_\_

- |  |     |    |
|--|-----|----|
| 1. Has the student completed the project as described in the letter of intent OR a reasonable and sufficient variation of the project? | YES | NO |
| 2. Did the project result in a product?  | YES | NO |
| 3. Has the student documented 30 hours of field work outside of school?  | YES | NO |
| 4. Has the student articulated a learning stretch?   | YES | NO |

Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_



# University High School

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## Letter to Judges: Outline

Student's address  
City, State and Zip Code  
December 1, 2014 (Today's date)

Dear Judges:

**Paragraph I:** Introduce yourself, your topic, and your project.

**Paragraph II:** Senior Project: Discuss your project and the process it took to complete the project. How has this project changed or grown from your proposal? Discuss the reasons for the change or growth.

**Paragraph III:** Lessons Learned: What lessons did you learn? How has this project affected you? Go into more depth about lessons learned (Successes or frustrations).

Sincerely,

(Student's name)



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## Presentation Guidelines

The presentation represents the ultimate step in the process. It is a self-evaluation and reflection by the students of all that he or she has accomplished and serves as a synthesis of all learning. All presentations will be given before a Senior Board.

### **Presentation Requirements:**

#### The speech must:

- Be 6 to 10 minutes in length
- Be delivered before a Senior Board consisting of faculty, staff, school board members, members of the community, etc.
- Demonstrate knowledge and mastery of skills through speech, physical product / field work, and portfolio.
- Be accompanied by a visual aid; video or audio cannot be longer than two minutes
- Any PowerPoint presentation must include pictures

#### The speaker must:

- Be on time
- Wear “business casual” attire or a costume/uniform appropriate to topic
- Answer questions regarding topic asked by the Senior Board
- Exhibit appropriate courtesies to judges, fellow students, and participants
- Be responsible for organizing, using, storing, removing all visual aids
- Equipment, materials needed for a successful presentation
- Provide any technical devices necessary for the presentation beyond school capabilities
- Confirm technology pre-requisites with the assigned presentation room *before* the day of the presentations



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## Words of Advice for Your Speech

### ***Prepare***

Public speaking is prepared speech- it is very different from conversation and extemporaneous speech.

Organize your speech so that basic ideas are repeated. Make sure your speech has a BEGINNING, MIDDLE, and END.

Review your previous documentation (letter to the judges, your letter of intent, and the Senior Project handbook). Make sure your speech has a major idea that your listeners will remember after you are finished talking.

### ***Practice***

Practice many times until the speech seems natural. Practice in front of many audiences: the mirror, your pets, your parents, your siblings, your friends, and your advising! Don't just pick positive audiences. Ask your audience for advice on how to improve.

Don't try to dazzle. Just try to be sincere.

### ***Use Visual Aids***

Use pictures, charts, graphs, costumes, tools, video, samples, etc. (Remember: One of the lessons you may have learned during the whole process is asking for help. SO ask for ideas for useful visual aids from your teacher or mentor.) The visual aid must be integrated in your speech. These are props; they can help you get over nervousness if necessary. Make sure they are big enough for your audience and the judges to see. **Remember, you are responsible for the technical preparations for your presentation! If your technical presentation does not work the day of the Boards, you **must** have another alternative.**

... AND then practice again! You won't be as nervous if you are well prepared and have practiced.

REMEMBER that you are acting as a representative of both yourself and your high school when you give your speech to the Boards. Each Board will have at least one community representative. The community judges will be evaluating not only your speech but also the entire school community.



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## **Suggested Outline for Senior Project Speech**

- I. Introduction: Who you are, and what you hoped to achieve**
  - A. Hook: Use a story, personal experience, background info, a joke, a quote...create a "hook" to catch the audience's attention.
  - B. Introduce yourself.
  - C. State your purpose and goal (from Letter of Intent)
  
- II. Body: The "Lesson": What was your project? Discuss process of accomplishing project. Show your application of learning.**
  - A. Background of interest in project
    - 1. Prior knowledge
    - 2. Reasons for choosing project
  - B. Describe project design, product, and fieldwork
    - 1. Explain how you went about completing your project
    - 2. Discuss problems of the project and their solutions
    - 3. Discuss time and costs involved and how to meet those demands
  - C. Explain one key aspect or key skill from your project: show the judges how you applied your learning.
  
- III. Conclusion: Reflect on your project**
  - A. **Discuss the learning stretch**
  - B. Evaluate your product in terms of your goal
  - C. Overall reflection and personal insights

# University High School Senior Project Speech Rubric

Criteria	Excellent	Commendable	Acceptable	Non-Proficient
<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>● Introduction has attention-getter and clearly states purpose</li> <li>● Body develops ideas clearly and logically</li> <li>● Conclusion summarizes, restates, and reflects</li> </ul>	<p>Clearly and logically organized speech with an engaging introduction, a logically sequenced body with appropriate transitions, and a clear conclusion</p> <ul style="list-style-type: none"> <li>● Purposeful and effective</li> <li>● Speech is focused, coherent and presented in a very effective manner</li> </ul>	<p>Clear organization with a beginning, middle, and end and an attempt to use transitions</p> <ul style="list-style-type: none"> <li>● Clear and logical structure</li> <li>● Speech is focused and coherent</li> </ul>	<p>Lack of sustained focus, either unclear or underdeveloped, throughout and/ or inconsistent use of transitions</p> <ul style="list-style-type: none"> <li>● Adequate structure</li> <li>● Speech is generally focused</li> </ul>	<p>Lack of organization makes it difficult to follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, and end</p> <ul style="list-style-type: none"> <li>● Little evidence of structure</li> <li>● Little attempt to present in a coherent manner</li> </ul>
<p><b>Information Base</b></p> <ul style="list-style-type: none"> <li>● Learning stretch, learning risk explained</li> <li>● Knowledge, skills, attitudes gained during Senior Project communicated</li> </ul>	<p>Clear and convincing understanding of experience with insightful explanations to define and prove learning stretch</p> <ul style="list-style-type: none"> <li>● Thorough knowledge and understanding of project</li> <li>● Precise knowledge of particular field</li> </ul>	<p>Clear experience and partial understanding of learning stretch</p> <ul style="list-style-type: none"> <li>● Good knowledge and understanding of project</li> <li>● Good knowledge of particular field</li> </ul>	<p>Partial discussion of experience with limited or incomplete understanding of learning stretch</p> <ul style="list-style-type: none"> <li>● Adequate knowledge of project</li> <li>● Adequate knowledge of particular field with some gaps</li> </ul>	<p>Confusing or incomplete knowledge of experience with unclear or insufficient understanding of learning stretch</p> <ul style="list-style-type: none"> <li>● Little to no knowledge or understanding of project</li> <li>● Little to no knowledge of particular field</li> </ul>
<p><b>Language Use</b></p> <ul style="list-style-type: none"> <li>● Correct and appropriate grammar usage</li> <li>● Precise, varied, and interesting vocabulary</li> </ul>	<p>Uses sophisticated and varied language that is suited to the topic and audience.</p> <ul style="list-style-type: none"> <li>● Appropriate tone for subject and audience.</li> <li>● Precise use of varied grammatical structures</li> </ul>	<p>Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality</p> <ul style="list-style-type: none"> <li>● Appropriate tone</li> <li>● No significant lapses in grammar or expression</li> </ul>	<p>Uses words that may be unsuited to the topic; word choice lacks originality</p> <ul style="list-style-type: none"> <li>● Tone may occasionally be inappropriate and/ or too informal</li> <li>● Vocabulary may be inaccurate in places</li> <li>● Non-standard grammar, but does not interfere with meaning</li> </ul>	<p>Inappropriate or confusing use of language distracts the audience</p> <ul style="list-style-type: none"> <li>● Tone is highly inappropriate and / or offensive</li> <li>● Many lapses in grammar and expression detracts from meaning</li> </ul>

<b>Criteria</b>	<b>Excellent</b>	<b>Commendable</b>	<b>Acceptable</b>	<b>Non-Proficient</b>
<b>Verbal Delivery</b> <ul style="list-style-type: none"> <li>• Sufficient volume, appropriate pace, expressive voice</li> </ul>	Appropriate and effective clarity and projection of voice, inflection and pace, significantly enhance the speaker's words <ul style="list-style-type: none"> <li>• Exhibits practiced purposeful control.</li> </ul>	Appropriate clarity and projection of voice, inflection and pace, are used. <ul style="list-style-type: none"> <li>• Practice and control are evident.</li> </ul>	Inconsistent use of clarity and projection of voice, inflection and pace, interrupt the flow of the speech <ul style="list-style-type: none"> <li>• *Exhibits some practice and control.</li> </ul>	Lack of clarity and projection of voice, inflection and pace, make the speech difficult to follow <ul style="list-style-type: none"> <li>• *Speaker speaks in a monotone or a voice that is clearly uncontrolled.</li> </ul>
<b>Nonverbal Delivery</b> <ul style="list-style-type: none"> <li>• Posture, eye contact, gestures, facial expressions appropriate for a professional presentation</li> <li>• Attire appropriate for a professional presentation</li> </ul>	Appropriate and effective eye contact and gestures significantly enhance the speaker's words <ul style="list-style-type: none"> <li>• Facial expression and body language convey strong enthusiasm and interest</li> </ul>	Appropriate eye contact and gestures are used but without smoothness <ul style="list-style-type: none"> <li>• Facial expression and body language sometimes convey strong enthusiasm and interest</li> </ul>	Inconsistent use of eye contact and/or gestures interrupt the flow of the speech <ul style="list-style-type: none"> <li>• Facial expression and body language seem contrived</li> </ul>	Lack of eye contact and/or appropriate gestures make the speech difficult to follow <ul style="list-style-type: none"> <li>• Apparent disinterest in the topic</li> </ul>
<b>Visual Aid</b> <ul style="list-style-type: none"> <li>• Required visual aid is integrated and utilized to enhance presentation</li> <li>• Quality of visual</li> </ul>	Visual aids well chosen and presented	Minor problems with visual aids	Significant problems with visual aids	No visual aids

Additional Comments:

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