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EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

Florin High School prepares all students to meet graduation requirements and be college and career ready ensuring that its graduates are:

- **Effective Communicators Who:**
 - Convey significant messages to others both verbally and in writing and by using appropriate technology.
 - Receive and interpret the messages of others in a literate manner.
- **Complex Thinkers Who:**
 - Apply complex problem-solving processes and critical thinking to real life scenarios.
 - Analyze, interpret, and evaluate significant concepts within various contexts.
 - Create images to represent significant concepts.
- **Quality Producers Who:**
 - Create intellectual, artistic, practical and physical products.
 - Reflect originality, high standards and the use of advanced technology.
- **Collaborative Workers Who:**
 - Use effective leadership and interpersonal skills to foster, develop, and maintain relationships within diverse settings.
 - Set, pursue, and accomplish realistic and challenging individual and group goals in collaborative settings.
- **Self-Directed Learners Who:**
 - Assess their needs and apply appropriate strategies to learn the identified concepts and skills.
 - Use effective goal setting strategies to create a positive vision for themselves in order to set priorities and achievable goals.
- **Community Contributors Who:**
 - Contribute their time, energies, and talents to improve the quality of life in our schools and communities.
 - Demonstrate positive and productive citizenship.
- **Academic Achievers Who:**
 - Meet or exceed State Standards.
 - Demonstrate proficiency on standardized tests
 - Attain subject area learning standards.

EGUSD Reading/Language Arts 11-12 Writing Standards

Performance Objective	Task Analysis	Suggested Benchmarks/Assessment
<p>The students will <i>Research and Technology</i></p> <p>1.6 develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>1.7 use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated works cited/consulted page).</p>	<p>Can the students</p> <p>1.6A develop research questions about a given topic or issue?</p> <p>1.6B seek out both primary and secondary sources of information pertinent to an issue?</p> <p>1.6C determine an appropriate organizational structure and organize information to present to an audience?</p> <p>1.6D create audio, visual, or tactile aids to engage the audience members and/or clarify or illustrate points made in the presentation?</p> <p>1.7A keep organized records as part of the research process?</p> <p>1.7B format records systematically using an accepted form from a style manual?</p>	<p>The students will</p> <p>1.6 research a topic and present the information to an appropriate audience (for example: senior project presentations).</p>

SENIOR PROJECT BENCHMARKS

How does Florin High School prepare students for their Senior Project?

The following skills have been covered in many classes over the years. Florin’s classes in English, social science, art, foreign language, business, performing arts, mathematics, science, physical education, agriculture, and industrial arts prepare students for their Senior Project. At each grade level, skills have been introduced to prepare students for writing the paper, developing a product, and preparing a presentation.

GRADE NINE	GRADE TEN	GRADE ELEVEN
<p>Students will be introduced to:</p> <ul style="list-style-type: none"> • the writing process (pre-writing, thesis statement, punctuation, body, conclusion) • revision and peer review • writing a short research paper with citations, and work cited; notetaking and paraphrasing • word processing/keyboarding • library and computer searches • mini-projects • write journal work logs • basic speech techniques • preparing and delivering a 3-5 minute speech to a class 	<p>Students will be introduced to an continue to practice:</p> <ul style="list-style-type: none"> • different approaches to essay writing and sentence structure • revision and peer review • writing a longer research paper involving notetaking, paraphrasing, parenthetical citations and a works cited page • keyboarding and word processing • mini-projects, often in groups, using a variety of library resources • computer searches • interviewing for information • preparing and delivering a 5-6 minute speech to a class • responding to audience questions • a variety of presentational activities, including use of PowerPoint • proper behavior for a class presentation 	<p>Students will be introduced to and continue to practice:</p> <ul style="list-style-type: none"> • essay composition and the writing process, emphasizing revision and peer review, grammar and complex sentence structure • writing a longer research paper involving notetaking, and paraphrasing, parenthetical citations, and a works cited page • individual choice for projects • data collection and analysis • using other libraries • computer searches and multimedia information access • class forums and debates • responding to audience questions • preparing and delivering a 6-7 minute speech to a class • a variety of presentational activities, including use of PowerPoint

All of these activities are aimed to prepare students in GRADE TWELVE to:

- choose a workable subject and develop a sophisticated and appropriate thesis
- take notes without plagiarizing
- follow a research format accessing information from various sources: people, books, and reference materials
- produce a paper that is neat and virtually free of error
- find and work with resources from inside and outside the school
- use computers and other resources to gather information
- keep a process work log
- meet all deadlines
- give an eight to ten minute presentation

SENIOR PROJECT REQUIREMENTS

This senior project handbook is designed to be a helpful guide while you develop your project. All seniors are asked to show what they know and can do as a celebration of their learning at the end of high school. Every graduating senior at Florin High School will successfully complete a self-directed project showcasing his/her growth and accomplishments as a student.

The entire school community wants to know what students can do as a result of their K-12 schooling and there remains no more powerful agent for meeting this demand than students themselves exemplifying their knowledge and skills by giving a live performance. There are three components:

Paper: Your paper should involve genuine research including a variety of recognized authoritative sources with appropriate citations. Seniors may choose to call upon people in the community as resources, use their personal experiences, and/or incorporate subject-related and field-based experiences.

Product: Your research is directly related to your product. Typically, the purpose of your research is to create a better product. Community service is an acceptable product. Evidence of a completed product must be brought to your presentation.

Presentation: This is the final phase of the Senior Project. This consists of an eight to ten minute presentation to a panel of educators and community members. You present your product and explain how your research helped you complete the product. Presentation scores will be lowered for:

- lack of consistency between the student's proposal, product, and paper
- non-adherence to the time limit (minimum 8 minutes to maximum 10 minutes) during the senior project presentation
- not having an approved proposal

FHS Honor Code: Your Senior Project represents your own, **original** work. This represents your integrity, honesty, and responsibility to complete all three components of the Senior Project. Students caught cheating on their Senior Project research papers will receive a zero for this major assignment in English 12. They will also receive appropriate disciplinary action. Both of these consequences will affect graduation privileges.

CHOOSING A MENTOR

Selecting a Senior Project is perhaps the hardest and most stressful part of the process. There is no shame in seeking guidance. In fact, it's a requirement. You need to find someone, a mentor, with the appropriate expertise to help you through all phases of your project - proposal, research paper, product development and presentation. Your mentor is the person who will be evaluating your proposal. Furthermore, failure to work with a mentor will have a significant impact on your product presentation score at the end of the process and in your English class in the first semester. Each of you will be responsible for completing mentoring logs.

So, how do you go about finding a mentor to help you through the process?

A good first step is to have a general idea of which academic discipline you want to work under. Because each Senior Project must fall under an academic discipline taught at Florin High, this is a critical decision. If you think you want to do a science project, then you need a science mentor; the same holds true for every other academic discipline. Once you have chosen a discipline, then you can start searching for an expert to help you in that area.

Another approach is to start with a project idea and then determine the academic area it falls under. Following that, you can start searching for a mentor.

Where are they? Look around you. All of the teachers at Florin High are expected to mentor 3 or 4 students during the year. Counselors and administrators are also available. You are not limited to Florin High staff either, but whoever is your mentor should be an adult with expertise in the discipline area you have chosen. If your mentor is not a staff member at FHS, then the mentor must fill out a Mentor Agreement form.

CHOOSING A PROJECT

Regardless of how vague or specific your Senior Project plans are at the beginning of the Senior year, you will need to find a mentor before you write your Senior Project proposal. The mentor will listen to your ideas and provide feedback. Because the mentor is also the person who will be evaluating your proposal, this feedback is important.

To help you and your mentor craft a project, a Senior Project Menu of ideas is available on-line and on the District network. This menu is organized, alphabetically, by academic discipline. You are not limited to these project ideas, but they provide guidance for content and academic rigor within each discipline area. These menu items were created by Florin High teachers and you are free to do these projects.

Teaching a class: One of the most popular Senior Project products is teaching a class at Florin High. If you choose this type of product for your project, then your mentor must be the teacher of the class. You and your mentor will determine together when the lesson will occur and what will be taught. The idea behind this type of product is that you are helping the teacher teach his or her course of study. The lesson should be a full lesson lasting 50-55 minutes and the Senior Project Lesson Plan Template must be completed.

SENIOR PROJECT PROPOSAL GUIDELINES

Develop your Senior Project Proposal by working directly with a mentor who has expertise in your project subject area and then submit the proposal to your mentor. A duplicate copy of your first draft should be submitted to your English teacher. In formatting your proposal, use the same format as that provided to you as a model; use the same bold labels in the same numbered sequence. Please try to keep your proposal to a maximum of two pages. Your proposal must be word-processed.

Direction for completing your Senior Project Proposal: Please keep in mind that the Senior Project consists of THREE components: the PAPER, PRODUCT, and PRESENTATION. Each of these components must be clearly explained in your proposal. Be sure to put your name, student number and English teacher's name in the upper right hand corner of the proposal.

The Senior Project Proposal should address the following items clearly:

- I. Briefly describe your **SENIOR PROJECT**. If you have a rigorous, academically challenging idea not offered on the Florin High School Senior Project Menu, you may propose that idea for your Senior Project. You **must** relate your project to a discipline taught at Florin High School and explain the connection with your project.
 - A. State the **Title** of your Senior Project.
 - B. Clearly describe the **PAPER** to be developed from this project.
 1. What question(s) will your research answer?
 2. How is this research related to an academic discipline taught at FHS?
 3. How will this research help you with your product?
 4. What types of research are available for your use in the completion of your paper?
 - C. Clearly describe the tangible **PRODUCT** involved.
 1. This may include community service for the school, your neighborhood, or the city/county of Sacramento. Think about what activities would be motivating for you to get involved in and how you might do something for others for your senior project.
 2. Your product may take many forms. Your product can be teaching a class for a teacher. If your product is community service, then you need to contact a community service organization, complete the Community Service Request form, and attach the form to your proposal.
 3. How will your product be presented to a panel of judges?
 4. Estimate the cost of the completion of your product.
 5. Can you apply your research in completing and/or evaluating your product?
- II. Develop three (3) strong arguments using the FHS ESLRs (see p. 3) and discuss how this project is a challenge or stretch for you.
- III. A working bibliography is to be included with your proposal. Identify several (at least two) specific sources, for example specific magazine articles or web pages, which contain information relevant to your proposed project. For each of these sources, explain how this source might be applied to creating and/or evaluating your product.
- IV. **Students with mentors who are not teachers, counselors or administrators at Florin High School must submit Non-Staff Mentor Agreement forms, along with their approved proposals, to their English teachers.** Proposals approved by an off-campus mentor are subject to additional scrutiny by English 12 teachers, the Senior Project Coordinator and administrative staff. Approval may be reversed if these proposals are found to be inadequate by one or more of the aforementioned Florin High School staff members.

ACCEPTABLE VS. UNACCEPTABLE PROPOSALS

Your proposal will receive one of two responses: Approved or a Rewrite Suggested. Acceptable and unacceptable proposal guidelines:

ACCEPTABLE PROPOSAL: Your proposal must adhere to all of the following components to be granted an acceptable evaluation.

- The senior project is clearly described.
- The proposal describes the extensive research that is envisioned and explains how the proposal is directly related to the academic discipline.
- The proposal clearly identifies the subject area/discipline/division focus.
- The proposal clearly identifies the product and explains how it will be created and presented.
- The proposal explains how this senior project is a challenge or stretch for you. The proposal also describes how the project satisfies three Florin High School ESLRs (see p. 3).
- The proposal includes a complete list and cost of the materials to be used for the creation of the product and the presentation of the project.
- The sentence structure is correct.
- The proposal is essentially free of mechanical errors.
- The proposal includes a working bibliography which explains how the research might be applied to the product.

UNACCEPTABLE PROPOSAL: Your proposal may be considered unacceptable for any one or more of the following reasons.

- The senior project is not clearly defined and the nature of the project is ambiguous and/or vague.
- There is no mention of the Florin High School subject area/discipline/division focus or the connection is inadequate.
- The description of the research is missing or inadequate.
- The product is not clearly identified and there is either an incomplete or unclear explanation of its presentation.
- The proposal lacks a strong argument describing how the project is a challenge or a stretch.
- The proposal may fail to adequately list the materials and their use in the creation of the product.
- The proposal has serious and disruptive errors in grammar and sentence structure.
- The proposal does not include an adequate working bibliography and there is no clear sense of how the research might be utilized in completion of the product.

Non-Staff Mentor Agreement Form*

Students must enlist the assistance of a mentor for their Senior Project. **A mentor is mandatory.** Mentor oversight and assistance is critical to the success of any Senior Project. Therefore, all mentors need to take their responsibilities seriously.

Mentor Responsibilities:

- Mentors should only advise; actual work must be done by students
- Mentors should be available to provide advice throughout the Senior Project process
- Mentors are responsible for signing mentoring logs and checking an evaluation box for each log

Student Responsibilities:

- Students are responsible for finding mentors
- Students are responsible for seeking advice from their mentors
- Students are responsible for completing mentoring logs
- Students are responsible for submitting proposals to their mentors

I, the undersigned, have met with the student mentioned below and have discussed his/her plans for his/her Florin High School Senior Project. This student has explained to me the role and responsibilities of a mentor for this Project.

I understand that I will serve as a resource and consultant for this student and that I will be asked to verify the student's progress. I also understand that their work on the proposal, research paper, product and product presentation are the sole responsibility of the student.

Student's Name: _____

Mentor's Name: _____

Qualifications. How is the mentor qualified to help with this Senior Project?

Mentor's Signature: _____

Mentor's Telephone: (work) _____ (home) _____

Mentor's email address: _____

Date: _____ Company or business name and address: _____

* Students do not need to submit this form with their proposals if their mentors are teachers, counselors or administrators at Florin High School.

Senior Project Community Service Request Form*

Florin High School requires all twelfth grade students to complete a Senior Project. Each student must write a research paper, create a related product, and make a presentation at the end of the school year. Each student starts out by writing a proposal. Once the proposal is approved, each student can start working on his or her research and product. Community service is an option for the product requirement. A student who wants to do community service for his or her Senior Project is required to return this form with the "Request Accepted" box checked.

Please see attached Senior Project Proposal.

To (organization): _____

From (student): _____

Request Description: _____

Request Accepted

Request Denied

Signature: _____

Name (printed): _____

Title: _____ Phone #: _____

* This form should be attached to the proposal when a student is proposing a community service product.

SENIOR PROJECT PROPOSAL RUBRIC

Student: _____ Student #: _____

English Teacher: _____ Period: _____

Related Academic Discipline: _____

Yes **Somewhat** **No**

 The senior project is clearly defined, including a statement explaining the nature of the project in the introductory paragraph.

 The proposal includes one or more research questions, describes the extensive academic research that is envisioned, and includes a working bibliography of at least two sources with an explanation of how the research might be applied to the product.

 The proposal clearly identifies the discipline/division focus and **explains how the proposal is directly related to that academic discipline.**

 The proposal clearly identifies the **useful product** and explains how the product will be created and presented.

 The proposal includes a strong argument describing how this senior project is a challenge or stretch. The argument includes references to three Florin High School ESLRs.

 The proposal includes a complete list and cost of the materials to be used for the creation of the product and the presentation of the project.

 The sentence structure is correct.

 The proposal is essentially free of mechanical errors.

Approved **Rewrite**

Teacher (signature): _____ (printed): _____

Comments: _____

SENIOR PROJECT PAPER REQUIREMENTS

The research paper will showcase each student's thinking and communication skills. Your research paper must be turned in on time to your English teacher. Typically, your research helps you create a better product. Besides gathering relevant information, you are expected to reflect on the value of that information. You can reflect upon a product already completed or comment on how the information will be applied to a product.

The process of writing a research paper generally includes these steps:

- Choosing a subject
- Observing a situation
- Searching for valuable and credible resources
- Preparing a preliminary outline
- Note taking or highlighting information
- Labeling notes (indicating the type of information/outline category)
- Determining the purpose and developing a preliminary thesis statement
- Revising the thesis statement and outline
- Typing up a preliminary draft, using notes taken/information from sources
- Revising the draft multiple times
- Completing a final draft with parenthetical citations and a works cited page

Minimum Requirements of the Paper:

1. Paper must be word-processed.
2. Paper must be a minimum of 1250 words, excluding citations, five to seven pages, with one-inch margins, 12 point font, and double-spaced.
3. Papers must have a cover page, and be identified by student ID number and English section number only. No student names or teacher names should appear anywhere in the paper.
4. All work must be cited correctly.
5. Paper should be stapled once in the upper left-hand corner; paper may not be placed in a folder or special presentation binder.

Special note:

- Paper not meeting the above requirements will receive an automatic zero.
- Papers with fewer than 1250 words and/or not word-processed will not be read.

Paper Evaluations

All Senior Project papers are read by at least two evaluators and scored using the Senior Project Paper Rubric.

SENIOR PROJECT PAPER RUBRIC

A 4 paper is highly competent in all or almost all of the following ways:

The paper reflects a **genuine search** for information about the topic. The search may include traditional research reading of books, articles and other credible sources; close observation, such as viewing and noting facts or occurrences for scientific research; participation, such as taking part in a community service project or making an object; and interview, obtaining information by questioning a person or persons knowledgeable about or expert in the topic. The best papers will probably include more than one of the four kinds of research and will be scholarly, thorough and extremely convincing. Citations or quotes and paraphrases from other sources than the author's own knowledge are appropriate and accurate. **Voice** is evident throughout the paper. A strong thesis accurately forecasts the paper's content. Paragraphs are controlled by topic sentences written by the author. The author provides transitions, in his or her own writing, between pieces of evidence. The author also takes time to think and write about what he or she has learned. **Organization** is smooth and logical from beginning to end. The writer uses transitions effectively. A clear plan and purpose controls the paper. The **conclusion** is effective and logical. The reader is not left hanging or left with unanswered questions. The paper **flows** smoothly and effectively, blending quotes and paraphrases from other sources rather than just dropping them in. Quotes and paraphrases are adequately introduced and explained. **Word choice and tone of voice** are appropriate and effective throughout the paper. **Sentence structure** is correct and varied. The paper is essentially **free of mechanical and spelling errors**. **The 4 paper is outstanding,**

A 3 paper is competent and fits all or most of the following descriptors:

The paper is **convincing and solid**, but the research may lack the depth and breadth, support and/or extensive development of a 4 paper. **Voice** is present but may not be evident throughout. **Organization is logical** but may lack a controlling thesis and/or effective transitions between ideas. There is an effective conclusion but it may rely on a simple summary of the paper's idea or ideas. The paper **flows fairly smoothly** although some quotes and paraphrases from other sources may be awkwardly dropped into the author's text without adequate introduction or explanation. The paper may **lack some needed transitions** between ideas. **Word choice, tone, and voice do not detract**. Sentence structure is correct and varied but **to a lesser degree** than in a 4 paper. There may be a few mechanical and/or spelling errors. **The 3 paper is a solid piece of academic work.**

A 2 paper is minimally competent and fits several of the following descriptors:

Research and support are present but the writer's purpose and/or focus may be vague or unclear. The paper may include some incorrect, inappropriate or inaccurate citations but, overall, it still involves a genuine search for information and new knowledge. **Voice** is minimally evident. The purpose may be stated but too general. Organization is evident. The conclusion may rely on summary. The flow of ideas is interrupted by **awkwardly handled** quotes and paraphrases from other sources. There may be little or no introduction or explanation of those quotes and/or paraphrases. The paper may lack transition words and phrases between ideas. Sentence structure may be **monotonous and predictable**. There may be some mechanical and/or spelling errors, but they don't interfere with the reading of the paper. **A 2 paper meets minimum standards for passing.**

A 1 paper is not competent in one or more of the following areas:

It lacks sufficient research or sufficient development. The author may fail to cite some or all research presented in the paper or cites inaccurately. **Voice** may be missing. The paper may lack a clear purpose or focus and may be overly simplistic. The paper may suffer from **numerous errors** in sentence structure and/or mechanics which confuse and distract the reader. **A 1 paper does not meet minimum standards for passing.**

A 0 paper is not competent in one or more of the following ways:

It was not turned in on or before the due date. It was not word processed or typed. It does not meet the minimum 1250 word length. The paper is not the student's original work.

SENIOR PROJECT PRODUCT REQUIREMENTS

What is a product?

Each student will produce a useful product or complete a minimum 30 hours of community service. The product should be a unique and creative challenge that goes **beyond** your previous knowledge and experience. In addition, it must show evidence of independent work involving critical thinking skills, evidence of learning and problem solving.

You present your product to the judges. The quality of your product is evaluated at that time. If your product cannot be brought to the presentation, you must bring evidence. For example, students may choose to teach a class at an elementary school, coach a girls' soccer team or organize a special event at a local nursing home. Evidence for products such as these might include a video or photographs showing the event and the reaction of some of the participants. Students doing a community service product must turn in a Community Service Verification Form, along with a Community Service Log. Students who teach a class must submit their lesson plans as part of the evidence.

Your product must represent **your own work**.

You will receive a score of High Competent (4), Competent (3), Minimally Competent (2), Not Competent (1), Incompetent (0). Refer to the Presentation/Product Rubric for more details.

Pamphlets and poster boards are usually inadequate products. If you are struggling to come up with a good product, consider community service or teaching a class.

Whatever you choose to do, your product should be of genuine use to someone.

Students are responsible for all expenses that their Senior Project incurs. There is no minimum or maximum cost requirement.

Senior Project Community Service Verification Form

Student Name (Last, First): _____

Student Number: _____ Subject Area: _____

Senior Project Title: _____

Description of Community Service performed: _____

Total hours of Community Service performed: _____

Name of Community Service Supervisor: _____

Title of Community Service Supervisor: _____

Phone Number for Community Service Supervisor: _____

Name of Community Service Organization: _____

Address: _____

_____ Phone Number: _____

I certify that (name of student) _____
has performed the community service described above.

(Signature of Community Service Supervisor)

SENIOR PROJECT PRESENTATION GUIDELINES

What is a presentation?

The final phase of the Senior Project consists of a presentation of your product to a panel of teachers and community leaders interested in your topic. All panel judges will be familiar with your project and will all use the same rubric. You will present for 8-10 minutes. A videotape or audiotape segment may be included but is not to exceed five minutes. Five minutes will be reserved for questions and answers from the panel and five minutes for scoring.

For a successful Senior Project presentation you will need to:

1. Prepare and practice your presentation. English and social science teachers give students course credit for practicing their presentations.
2. Create a quality product and present it in such a way that the judges appreciate your accomplishment. Video equipment and computers will be available for presentations. Carefully think through your purpose and what you want to show the judges about your quality work.
3. Once you have your room assignment, go to that room, meet with that teacher, and determine what hardware and software support that room provides.
4. Give an 8 minute (minimum) to 10 minute (maximum) presentation on your project. The panel will be interested in what you did and what you learned. Relax and speak clearly. When you are through, ask the panelists if they have any questions.
5. Demonstrate knowledge of the project, including both the process followed to complete it and the product(s) developed. Be sure to explain how your research helped you complete your product and/or how it helps you evaluate your product.
6. Do not teach a lesson in the subject area (math, English, etc.). You are presenting your product to a panel of judges, not teaching a class.
7. Produce a realistic evaluation of your experience and be prepared to answer questions from the panel.
8. Dress in an appropriate and professional manner. Students are to dress in tasteful, professional clothes: slacks, dress shirts, ties, and dress shoes are appropriate for the young men; pant outfits, dresses, or skirts with blouses and dress shoes for the young women. No hats or sunglasses are allowed. If a student has a very unique project, to which his/her dress/costume or uniform is a vital part of his/her successful presentation, the student can wear that particular form of dress.

SENIOR PROJECT PRESENTATION/PRODUCT RUBRIC

Scoring: 4=Highly Competent 3=Competent 2=Minimally Competent
 1= Not Competent 0=Incompetent

EFFECTIVE COMMUNICATOR	4	3	2	1	0
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- Effectively demonstrates oral communication skills.
- Conveys significant messages to others.

4 = The student makes an outstanding presentation in which he or she communicates clearly and effectively to an audience in a well-organized, creative way and enhances his or her presentation with excellent audio-visual aids. This excellent presentation demonstrates effective use of eye contact, diction, gestures, proper pronunciation, and voice projection. An excellent presentation is also well-organized, demonstrating a distinctive introduction, body, and conclusion. A 4 presentation is also free of grammatical errors.

3 = The student communicates clearly and effectively to an audience in a well-organized way and enhances the presentation with effective use of audio-visual aids. This is a solid presentation; however, not as consistently excellent as a 4 presentation.

2 = The student communicates information adequately and makes use of visual aids.

1 = The student fails to meet minimum standards for one or more of the following reasons. Poor presentation skills may significantly detract from communication. The presentation may be poorly organized. The purpose or focus of the presentation may be unclear.

0 = The student is ill-prepared or the student does not present.

COMPLEX THINKER	4	3	2	1	0
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- Applies problem-solving skills.
- Evaluates and reflects on paper and product.

4 = The student shows strong insights in evaluating his or her work and effectively demonstrates connections between the paper and the product with reflective thinking. The student demonstrates that he or she is an excellent complex thinker who impressively responds to panel questions.

3 = The student makes a solid and accurate evaluation of his or her work and also thoughtfully reflects on the connections between paper and product. The student does a good job responding to panel questions.

2 = The student gives an adequate evaluation of his or her work. The student also makes an effort to reflect on the connections between paper and product. The student does an adequate job responding to panel questions.

1 = The student fails to meet minimum standards in one or more of the following ways: The student may give an incomplete or sketchy evaluation of his or her work. Reflection may be missing from the presentation. The student may make little or no connection between paper and product. The student may respond inadequately to panel questions.

0 = The student makes no effort to reflect on the quality of his or her own work or answer the panel's questions.

QUALITY OF PRODUCT	4	3	2	1	0
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- Creates a product that represents applied research.
- Creates a self-explanatory product for an intended audience that reflects originality and high standards.

4 = The finished product clearly shows evidence of careful planning, creativity, acquisition of valuable new skills and learning. The product shows an exceptional amount of time and energy and meticulous attention to detail. The product is self-explanatory and suitable for its intended audience.

3 = The finished product is a solid effort which shows evidence of effective planning and acquisition of new skills and new knowledge. This product shows good effort and attention to detail. The product is self-explanatory and suitable for its intended audience.

2 = The product is complete and shows evidence and some acquisition of new skills and new information. This is an adequate product, but it may lack attention to detail of a 3 or 4 product. It may not be completely self-explanatory or completely appropriate for its intended audience.

1 = This product does not meet minimum standards for one or more of the following reasons. The product may not be complete and may show little or no evidence of planning and limited acquisition of new skills and learning. The product may reflect little time and effort on the part of the student. This product may not be self-explanatory.

0 = The product is missing.

COLLABORATIVE WORKER	4	3	2	1	0
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- Works efficiently with mentor throughout the project.

4 = The student completes 3 or more logs spread out throughout the year, gets good and excellent evaluations, and receives very supportive mentor comments.

3 = The student completes at least two logs, gets good evaluations, and receives supportive mentor comments.

2 = This student is minimally competent for one or more of the following reasons. Two logs are submitted, but one or both are incomplete. Teacher evaluations may indicate average performance. Teacher comments may indicate minimum competency.

1 = This collaborative effort does not meet minimum standards for one or more of the following reasons. Less than 60% of two logs have been completed. The student receives poor evaluations. Mentor comments indicate a poor collaborative effort.

0 = No mentoring logs are submitted.

TOTAL SCORE _____ (DIVIDED BY 4) = _____

- Seniors will also lose one point for non-adherence to the time limit (minimum 8 minutes to maximum 10 minutes)
- Seniors lose one point for no proposal, an unapproved proposal, or an approved proposal that doesn't reflect their actual project.

SPECIAL CIRCUMSTANCES

ELD-English Language Development

Whether or not an ELD student will be required to complete the project will be negotiated on an individual basis with an ELD Coordinator.

Special Education

Any Senior Project modification for any special education student will be accommodated through the special education department and division leaders.

New Students Enrolled at Florin High School

Students who transfer to Florin High School any time prior to the first day of the fourth quarter of their senior year will be required to complete the Senior Project, in its entirety.

Mid-Year Graduates

Students graduating mid-year will complete the Senior Project and present to a panel of teachers at the end of the first semester.

Appeals Process

A site review board handles the appeals process. All students who wish to appeal their paper or presentation score may do so in writing to their English teacher. The appeal must be made within two days of the grade posting. This applies to the paper posting or presentation posting. Papers will be re-read by senior Cultures and Literature teachers. Presentations may be rescheduled for another presentation date after conferring with the original judges.

SENIOR PROJECT CALENDAR 2007-2008

Proposal due: October 19, 2007 (one copy to your English teacher and one to your mentor)

Mentoring Log #1 due: November 2, 2007 (turn in to your English teacher)

Proposal Rewrite deadline: Jan. 11, 2008 (turn in to your English teacher)

Research Paper due: March 14, 2008 (turn in to your English teacher)

Mentoring Log#2 due: March 14, 2008 (turn in to your English teacher)

Product due: April 8, 2008 (turn in to your social science teacher who will give class credit based on completion.)

Mentoring Log#3 due: April 8, 2008 (turn in to your English teacher)

Practice Presentation dates: April 15 and April 17, 2008.

Those who present on April 17 should practice on April 15.

Those who present on April 22 should practice on April 17.

Those who are not practicing should observe.

Presentation dates: April 17 and April 22, 2008.

Mid -Year Graduates

Proposal Due: October 8, 2007

Paper Due: January 7, 2008

Presentation Date: January 9, 2008