

Rochester Area High School

2017



2018

Senior Project

- ◆ **Ms. Mary Drogowski**
Ms. Tonya Onuska
Senior Project Coordinators

“A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has.” ~Margaret Mead

Important Dates

- Senior Project Proposal, Parent Permission, and Mentor Forms
Due- May 31, 2017
- Senior meetings with Mentors must be independently
scheduled and documented monthly.
- Senior Project Portfolio Submission **first draft**
Due- February 22, 2018
- Senior Project Oral Presentation and Submission of Portfolio
Due- April 27, 2018. April 27, 2018 is designated
as a senior day on the school calendar.

Rochester Area School District Graduation Project Credit

As per the Rochester Area High School Handbook:

“All students will be required to complete a graduation project with a passing grade to graduate from Rochester Area High School....The students must follow the guidelines set forth by the coordinating teachers and administration in order to meet all requirements for completing the project.....Senior students cannot walk if they have not met all requirements for graduation...including the successful completion of a Senior Project.”

The different categories of the Senior Project must receive a Pass grade. The student must fix ALL errors according to the rubrics provided so that the project meets requirements. If the student does not **meet all requirements and complete any section of the project by the due date, then he or she will not walk at graduation.**

**The Senior Project Coordinators reserves the right to monitor the progress of each student.*



Student Preparation for Job Shadowing, Community Service, or
Community Service Project

1. Call ahead to schedule the day and time you are going to job shadow/community service.
2. Arrive on time.
3. Introduce yourself politely and shake hands.
4. Do not cancel unless there is an emergency.
5. Dress appropriately; ask person in charge about appropriate attire.
6. Be respectful and behave appropriately (you are representing the entire Rochester Area School District)
7. Follow all rules.
8. Conduct an interview
9. Be sure person in charge signs off on volunteer hours and provides a contact number (40 hours required)
10. Send a “Thank you note”

You may job shadow more than one career, but **all** careers must be on **individual** proposal forms **and individual** hourly log with signatures for *each* career shadowed.

If you do fundraising, all funds must go through the school and your mentor. Further forms will be completed as well as receipts. Job Shadowing and Community service should be in the community, outside of school day.

A phone number and/or email must be provided from the community service supervisor. These individuals will be contacted to ensure validity.

Job Shadow or Community Service Host

Hours must be performed outside of the regular school day. Ideas for including students during their hours on the job site or the community service site:

- **Work/Service Day-** Go about regular day activities and explain duties to the student
- **People skills-** Show student proper ways to initiate/carry conversation (including over the phone) with co-workers, authority figures, and/or customers
- **Technology skills-** Explain any computer skills needed
- **Equipment-** Explain and show students how to use important equipment
- **Attend meetings-** If possible, have student attend a meeting and take notes with questions afterwards
- **Special skills-** Explain special skills needed for job or service
- **Student feedback-** Ask student if he/she has any questions or comments

If the Job Shadow or Community Service Host has any questions or concerns, he or she may contact one of the senior project coordinators or high school principal.

Rochester Area School District Telephone number: 724-775-7500

High School Principal:

Mr. Michael Damon- email: damonm@rasd.org extension: 1820

Senior Project Coordinators:

Ms. Mary Drogowski- email: drogowskim@rasd.org extension: 1919

Ms. Tonya Onuska – email: onuskat@rasd.org extension: 1922

Specific Requirements for Written Documents

Thank you Notes:

Write at least two Thank you notes (copies are placed in binder) to anyone involved in helping you with your project (mentor, person in charge at the volunteer site, person you interviewed, etc).

Up-to-Date Resume:

Multiple Intelligences Survey - (Howard Gardner's page 15)

Five-Paragraph Reflective Essay for Multiple Intelligences Survey (See Howard Gardner's page 15)

Final Reflection/Process Analysis Paper:

- 3-4 pages in length
- The paper must discuss the following: everything you did from beginning of project to end, why you chose the project, what you learned, and results/conclusions from your experience, and how it benefited you and others. Basically you will discuss how you completed the project from beginning to end and will reflect how you will use what you learned for your future plans after high school.

Senior Project Portfolio:

- All materials should be placed into a portfolio in the Final Checklist order (Pages 28-29)
- If mistakes are found after submission, student must fix errors and return to the coordinator for a passing grade.
- Students may personalize their binder to put an individualized touch on this project.

Presentation Visual Aid:

- No minimum amount of photos or slides required if using PowerPoint
- Confidentiality is a must; the supervisor at the site must be notified of any photographs taken there
- Be sure any words or phrases do not have grammar or spelling errors.
- PowerPoint/visual aid must provide photographic evidence that the student completed the hours required for the project. Display people, duties, locations, preparation, etc. that were a part of the senior project experience.

**All documents below must have: Size 12, Times New Roman, and one inch margins.
(See written document rubric for further clarification)**

Mentor Responsibilities

As a mentor please review the following responsibilities that are required. It is important that you have the time to meet with your mentee and check through his or her final portfolio before turning it into the senior project coordinators. Please be aware that completing the senior project is solely the student's responsibility. As a mentor, you are there to ensure your mentee's progress and provide guidance throughout the year as you meet together. You may accept **up to two mentees** per school year. All forms described below are included in the senior project.

- ❖ **Mentor Form:** Fill out the "Mentor Form" with your contact information below.
- ❖ **Mentor Log:** Your mentee should meet with you at least **once a month on the meeting dates scheduled** until the senior project is due. These meetings may be in person, over the phone, or through email or text. Please inform your mentee of the most convenient way for him or her to contact you. It is the student's responsibility to make sure they are contacting you regularly. Every time you have a meeting, the students should record it in his or her "Mentor Log" and have you sign off on the meeting in the "Mentor Initials" column.
- ❖ **Signature Requirements:** Many of the senior project documents require your signature or initials to prove that the student has completed it correctly and thoroughly. Please be sure to sign and/or initial and date those forms on the lines provided after you check them.
- ❖ **Final Portfolio Checklist:** When your mentee is finished with his or her project, check over the entire portfolio thoroughly before the due date and initial all parts that exist in the Mentor column. Use the "Final Portfolio Checklist" and the "General Rubric for Written Documents" provided in the senior project to make sure all the documents are included and completed correctly; there is a column for mentor's initials. The student should place the documents in order according to that checklist. Also, set up a time when your mentee can practice his or her presentation for you; a practice rubric is included for you to fill out and sign.

Sign below after the first meeting with the mentee

Mentor's Signature

Mentee's Signature

Date

Room #

Extension

Mentor Form and Meeting Log

Student Name _____

Students are required to meet with their mentors to discuss the project once a month on the scheduled meeting dates in person during PM homeroom. Also, students will keep a log of those meetings. Furthermore, mentors will provide guidance, assistance, and advice during these meetings and track student progress; he/she will sign-off on all documents that require a signature, as well as, view the final Project Portfolio ensuring that it is successfully completed.

I am the mentor for: _____

Student's Name

Mentor's Signature

Date

Date	Method of contact	Senior Project topic/area discussed	Mentor Initials

Rochester Area High School

Student Name: _____

Mentor Name: _____

Senior Project Choice: _____

Please provide a specific statement that describes the student's plan for completing the 40 hours of community service and/or job shadow hours and the expected outcome.

Proposal:

Signatures Required:

Mentor

Date

Senior project coordinator

Date

Provide a name and phone number for hours contact person(s)

Senior Project Parent Permission Form

Name of Student _____

Name of Parent/Guardian _____

Telephone: (Home) _____ (Cell) _____

I have read, and I understand the requirements for the Rochester Area High School Senior Project. I also understand my son/daughter needs to successfully complete ALL parts of the Senior Project in order to graduate. I further realize that the Rochester School District has the right to reject any incomplete, inappropriate, or illegal projects.

I approve of my son/daughter's choice of a Senior Project (check box below):

Job Shadow

Community Service

Signature of Parent/Guardian _____

Date _____

Job Shadow/Community Service Hourly Log

40 hours must be logged here as they are completed; this form must be turned in with the project. All spaces with a signature must be signed by a person in charge.

Date	Location <u>and</u> Phone Number	Number of Hours	Signature and phone number of person in charge to be contacted

Total Hours Signature of supervisor

Name of Student: _____

Mentor Signature: _____

Senior Project Interview

Interviewee: _____ Signature: _____

Interviewer: _____ Date: _____

You must conduct an interview with a supervisor at your job shadowing or community service site. Create ten interview questions ahead of time (avoid one-answer questions) in the left column and record their corresponding answers in the right column.

Student's Interview Questions	Interviewee's Answers
Q1:	A1:
Q2:	A2:
Q3:	A3:
Q4:	A4:

5:	A5:
Q6:	A6:
Q7:	A7:
Q8:	A8:
Q9:	A9:
Q10:	A10:

Howard Gardner's Multiple Intelligences Survey

Howard Gardner developed the Theory of Multiple Intelligences, which suggests that all people have eight different ways of learning, but some are more dominant than others. The eight intelligences are as follows: **Nature Smart**, **Body** (Kinesthetic) **Smart**, **Music Smart**, **Word Smart**, **People** (interpersonal) **Smart**, **Self** (intrapersonal) **Smart**, **Picture** (visual) **Smart**, and **Number** (mathematical) **Smart**.

- Complete the Multiple Intelligence Survey, by checking all of the statements that describe your interests in each section. If any statements do not apply to you, leave the spaces blank.
- Count the number of checked statements in each section and label the corresponding sections with the total numbers. **Example:** *You checked 4 statements in Section 1, write a number 4 in the Section 1 space provided.*
- After checking all of the statements that describe you and writing the numbers for each section, shade the bar graph accordingly.
- The highest numbers are your learning strengths and the lowest numbers are your learning weaknesses.
- Once you have completed the survey, locate your Core Characteristics in the Resource packet.

The Five-Paragraph Reflective Essay

Compose a reflective essay, in five paragraphs, detailing what you learned from the Multiple Intelligences Survey and the Resource Packet. The structure and content for the essay must adhere to the following requirements:

Paragraph 1: Define Howard Gardner's Theory of Multiple Intelligences and explain it.

Paragraph 2: Describe your learning strengths.

Paragraph 3: Explain the Core Characteristics (from the resource packet) of your learning strengths.

Paragraph 4: Describe your learning weaknesses.

Paragraph 5: Explain how the information learned about your strengths and weaknesses can help you now (with school and assignments) and in the future (with career choice). The Resource Packet provides a list of career choices that align with each of the Multiple Intelligences.

Howard Gardner's Multiple Intelligence Survey

Directions: Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Hiking and camping are enjoyable activities
- _____ I enjoy working on a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/ or zoology
- _____ I spend a great deal of time outdoors

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I have always been interested in playing an instrument
- _____ The cadence of poetry intrigues me
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult while listening to a radio or television
- _____ I enjoy many kinds of music
- _____ Musicals are more interesting than dramatic plays
- _____ Remembering song lyrics is easy for me

Section 3

- _____ I keep my things neat and orderly
- _____ Step-by-step directions are a big help
- _____ Solving problems comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Puzzles requiring reasoning are fun
- _____ I can't begin an assignment until all my questions are answered
- _____ Structure helps me be successful
- _____ I find working on a computer spreadsheet or database rewarding
- _____ Things have to make sense to me or I am dissatisfied

Section 4

- _____ I learn best interacting with others
- _____ The more the merrier
- _____ Study groups are very productive for me
- _____ I enjoy chat rooms
- _____ Participation in politics is important .
- _____ Television and radio talk shows are enjoyable
- _____ I am a "team player"
- _____ I dislike working alone
- _____ Clubs and extracurricular activities are fun
- _____ I pay attention to social issues and causes

Section 5

- _____ I enjoy making things with my hands
- _____ Sitting still for long periods of time is difficult for me
- _____ I enjoy outdoor games and sports
- _____ I value non-verbal communication, such as sign language
- _____ A fit body is important for a fit mind
- _____ Arts and crafts are enjoyable pastimes
- _____ Expression through dance is beautiful
- _____ I like working with tools
- _____ I live an active lifestyle
- _____ I learn by doing

Section 6

- _____ I enjoy reading all kinds of materials
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or email
- _____ It is easy for me to explain my ideas to others
- _____ I keep a journal
- _____ Word puzzles like crosswords and jumbles are fun
- _____ I write for pleasure
- _____ I enjoy playing with words like puns, anagrams, and spoonerisms
- _____ Foreign languages interest me
- _____ Debates and public speaking are activities I like to participate in

Section 7

- _____ I am keenly aware of my moral beliefs.
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ My attitude effects how I learn
- _____ Social justice issues concern me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I will give 100% effort to it
- _____ I like to be involved in causes that help others
- _____ I am willing to protest or sign a petition to right a wrong

Section 8

- _____ I can imagine ideas in my mind
- _____ Rearranging a room is fun for me
- _____ I enjoy creating art using varied media
- _____ I remember well using graphic organizers
- _____ Performance art can be very gratifying
- _____ Spreadsheets are great for making charts, graphs and tables
- _____ Three dimensional puzzles bring me much enjoyment
- _____ Music videos are very stimulating
- _____ I am good at reading maps and blueprints
- _____ I can recall things in mental pictures

TOTALS

- _____ Total for section 1: Naturalist strength
- _____ Total for section 2: Musical strength
- _____ Total for section 3: Logical (Mathematical) strength
- _____ Total for section 4: Interpersonal strength
- _____ Total for section 5: Kinesthetic strength
- _____ Total for section 6: Linguistic strength
- _____ Total for section 7: Intrapersonal strength
- _____ Total for section 8: Spatial strength

Plot your numbers as a bar graph in the chart

10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0								
	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8

Remember:

Everyone likely has all of the types of intelligence. You can strengthen any of the types of intelligence. This inventory is meant as a snapshot of who you are now. It can change!

Picture Smart - Core Characteristics:

Picture Smart: engineer, surveyor, architect urban planner, graphic artist, interior decorator, photographer, pilot

- Spatial Awareness - solving problems using spatial orientation
- Non-sequential Reasoning - thinking in divergent ways
- Visual Acuity – assessment of information based on principals of design and aesthetics
- Imagination - seeing the possibilities before engaging them in the physical world
- Small motor coordination - creating, building, arranging, decorating Students with a strong visual intelligence:
- Seek ocular stimulation
- Respond to color, line and shape
- Can "see" ideas
- Use mental images for mnemonic devices
- Imagine possibilities
- •Enjoy rearranging their environment
- Can manipulate three-dimensional models in their minds
- Understand by seeing a concept in action
- Enjoy expressing themselves through the arts
- Appreciate symmetry and congruence

Word Smart-Core Characteristics:

Word Smart: librarian, curator, speech pathologist, writer, radio or TV announcer, journalist, lawyer

- Ideation - think and remember through internal language
- Functional Literacy - understand the rules and functions of language
- Self-Regulation - analyze one's own use of language
- Adaptation - apply rules of language to new and different contexts
- Oral Expression -explain and express one's self verbally
- Written Expression - explain and express one's self in writing Students with a strong linguistic intelligence:
- Appreciate the subtleties of grammar and meaning
- Spell easily
- Enjoy word games
- Understand jokes, puns, and riddles
- Use descriptive language
- Are good storytellers
- Internalize new information through lecture and discussion
- Demonstrate understanding easily through discussion and essay

Nature Smart-Core Characteristics:

Nature Smart: botanist, astronomer, wildlife illustrator, meteorologist, chef, geologist, landscape architect

- Natural Orientation - identification with living organisms and their environments
- Attribute Orientation - finding common traits among items
- Categorization - identifying categories by attribute
- Hierarchical Reasoning - ranking items by significance and relationship
- Schematic Memory - internalizing and recalling information by attribute, category or hierarchy
- Students with a strong naturalist intelligence:
 - Are intrinsically organized
 - Demonstrate an empathy with nature
 - Pick up on subtle differences in meaning
 - Like to make collections of materials
 - Enjoy sorting and organizing materials
 - Impose their own sense of order on new information
 - Respond to semantic mapping activities
 - Prefer charts, tables, diagrams and timelines

Music Smart-Core Characteristics:

Music Smart: *musician, piano tuner, music therapist, choral director, conductor*

- Aural Orientation - heightened listening ability
- Patterning - seeking all kinds of patterns, not just in sound
- Resonance - identification with patterns as an expression of experience
- Audition - thinking musically rather than verbally
- Students with a strong rhythmic intelligence:
 - Seek patterns in new information
 - Find patterns in their environment
 - Are particularly drawn to sound
 - Respond to cadence in language
 - Enjoy moving to rhythms
 - Pick up terms and phrases in foreign languages easily
 - Use patterning to both internalize and recall skills, ideas and concepts

Number Smart-Core Characteristics:

Number Smart: auditor, accountant, mathematician, scientist, statistician, computer analyst, and technician

- Linear Reasoning- seeking order and consistency in the world
- Concrete Reasoning - breaking down systems into their components
- Abstract Reasoning - using symbols that represent concrete ideas
- Causal Relationships- identifying cause and effect within a system
- Complex Operations - performing sophisticated algorithms
- Students with a strong logical intelligence:
 - Seek order
 - Reason scientifically
 - Identify relationships
 - Enjoy testing theories
 - Like completing puzzles
 - Excel at calculating numbers
 - Solving problems instinctively
 - Analyze abstract ideas
 - Perform these operations at a rapid rate

Self-Smart-Core Characteristics:

Self-Smart: psychologist; therapist, counselor, theologian, program planner, and entrepreneur

- Affective Awareness - the knowledge of one's feelings, attitudes and outlook
- Ethical Awareness - the setting of one's principles and moral priorities
- Self-Regulation – monitoring one's thoughts, actions and behavior
- Metacognition - the awareness of one's thought processes Students with a strong intrapersonal intelligence:
 - Are comfortable with themselves
 - Express strong like or dislike of particular activities
 - Communicate their feelings
 - Sense their own strengths and weaknesses
 - Show confidence in their abilities
 - Set realistic goals
 - Make appropriate choices
 - Follow their instincts
 - Express a sense of justice and fairness

People Smart-Core Characteristics:

People Smart: administrator, manager, personnel worker, psychologist, nurse, public relations person, social director, and teacher

- Collaborative Skills - the capability to jointly complete tasks with others
- Cooperative Attitude - the willingness to offer and accept input
- Leadership - recognition by peers as someone to follow
- Social Influence - an ability to persuade others
- Social Empathy - an awareness and concern for others
- Social Connection - a skill for meaningfully relating to others
- Students with a strong interpersonal intelligence:
- Seek the support of a group
- Value relationships
- Enjoy collaborative work
- Solicit input from others
- Enjoy sharing about themselves
- Display a "winning" personality
- Tend to be natural leaders

Body Smart-Core Characteristics:

Body Smart: physical therapist, dancer, actor/actress, mechanic, carpenter, forest ranger, jeweler

- Sensory - internalizes information through bodily sensation
- Reflexive - responds quickly and intuitively to physical stimulus
- Tactile - demonstrates well-developed gross and/or fine motor skills
- Concrete - expresses feelings and ideas through body movement
- Coordinated- shows dexterity, agility, flexibility, balance and poise
- Task Orientated- strive to learn by doing
- Students with a strong kinesthetic intelligence:
- Seek to interact with their environment
- Enjoy hands-on activities
- Can remain focused on a hands-on task for an extended period of time
- May demonstrate strong fine and/or gross motor ability
- Prefer learning centers to seat work
- Seek out other students who are physically gregarious
- Master a principle once they can manipulate materials that demonstrate the concept
- Enjoy group games and active learning tasks
- Are different from children who are hyperactive

Public Speaking Opportunity

Every senior must participate in a public speaking opportunity that involves him or her speaking in front of a small or large group. This will prepare you for future speaking situations and build confidence in this skill. When you determine the public speaking experience you are going to participate in, fill out this form. You must record the date of your experience, what time the event took place, the location, a one-paragraph explanation, and provide a signature (non-parental) of a supervisor who observed and approved of your speaking performance. The supervisor must also check the box confirming that you spoke for at least 5 minutes (required). Below is a list of possible speaking opportunities; you are not limited to this list, however.

- ❖ A.M./P.M. announcements at school for one week
- ❖ Tour guide for Freshman Orientation
- ❖ Team captain announcement at a pep rally
- ❖ Leading a club or team meeting
- ❖ Present your senior project to the School Board
- ❖ Announcements, greeting, or reading at church
- ❖ A part in the play or musical with spoken lines

Speaking Opportunity Confirmation

Name: _____ Date: __

Time: _____

Location: _____

Explanation: _____

I certify that the student spoke for at least 5 minutes during his/her experience.

Supervisor's Signature

Date

Oral Presentation Practice Rubric

Present in front of your mentor at least one week before final presentation.

Student Name: _____

Mentor or Faculty Signature: _____

<i>Categories</i>	Meets Requirements	Incomplete
<p><i>Preparedness</i></p> <p>MR NY</p>	<p>Student is completely prepared and has obviously rehearsed.</p>	<p>Student does not seem at all prepared to present.</p>
<p><i>Time-Limit</i></p> <p>MR NY</p>	<p>Presentation is 5+ minutes long.</p> <p>Start Time: _____ : _____</p>	<p>Presentation is less than 5 minutes.</p> <p>End Time: _____ : _____</p>
<p><i>Posture and Eye Contact</i></p> <p>MR NY</p>	<p>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</p>	<p>Slouches and/or does not look at people during the presentation.</p>
<p><i>Volume</i></p> <p>MR NY</p>	<p>Volume is loud enough to be heard by all audience members throughout the presentation.</p>	<p>Volume often too soft to be heard by all audience members.</p>
<p><i>Visual Aid</i></p> <p>MR NY</p>	<p>Student uses technology/visual aid such as a PowerPoint Presentation to validate the project and enhance the oral portion of it.</p> <p>*Please note: Any text in the visual must adhere to the conventions of language as described in the written documents rubric.</p>	<p>The student does not use technology/visual aid to validate the project and enhance the oral presentation.</p> <p><i>or</i></p> <p>The student does use technology/visual aid, but the text contains grammatical errors.</p>

Time Length of Presentation: _

Oral Presentation Rubric

Student Name _____

*Write the number in the score column for each category that the student earned, and then record the total score

Categories	4	3	2	1-0	Score
Attire	Business attire, very professional (as if attending a job interview).	Business attire but slightly less than professional (khakis or dress pants with plain V-neck or collared shirt).	Casual business attire; wore sneakers with outfit; clothes somewhat wrinkled or did not fit properly.	Casual attire not appropriate for interview (jeans, t-shirt, shorts, large prints or logos, flip flops; sloppy appearance).	
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems somewhat prepared but might have needed a few more rehearsals.	The student is slightly prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	
Time-Limit	Presentation is 5-10 minutes long.	Presentation is less than 5 min long, but more than 4 minutes and 30 seconds OR more than 10 min long, but less than 10 min and 30 seconds.	Presentation is close to 4 min long or close to 11 min long.	Presentation is 3 minutes or less OR 12 minutes or more.	
Posture and Eye Contact	Stands up straight, looks confident. Establishes consistent eye contact with audience during the presentation.	Stands up straight most of the time and establishes eye contact with audience most of the time during the presentation.	Sometimes stands up straight and establishes some eye contact.	Slouches and/or does not look at people during the presentation.	
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is loud enough to be heard by all audience members at least 60% of the time.	Volume often too soft to be heard by all audience members.	
Visual Aid	Visual Aid displays effort & creativity; pictures and notes validate the presentation. No grammar/spelling mistakes.	Visual Aid pictures and notes validate and enhance the presentation. Some grammar/spelling mistakes.	Visual Aid only somewhat validates and enhances the presentation. Distracting grammar/spelling errors are present.	Visual Aid is not finished or does not validate the presentation. Careless grammar/spelling errors throughout presentation.	

Presentation Time: _____ : _____
Min. Sec.

Total Score: _____/24

***Students must score 17 or above to pass overall.**

General Rubric for Written Documents

Student Name: _____

<i>Categories</i>	MEETS REQUIREMENTS	INCOMPLETE	Date ✓	Mentor ✓	SPC ✓
<i>Format</i> MR NY	The student adheres to the formatting requirements: 12 Point, Times New Roman Font, double space, and 1 Inch Margins (top, bottom, left, right).	The student does not meet 1 or more of these formatting requirements.			
<i>Contractions</i> MR NY	The student's writing does not contain contractions such as won't, can't and I'm.	The student's writing contains contractions.			
<i>Conventions</i> MR NY	The student's writing does not include errors in mechanics and usage and sentence completeness.	The student's writing does have convention errors.			
<i>Content</i> MR NY	The student's writing includes information and details specific to the topic and ideas are fully developed.	The student's writing does not include information and details specific to the topic and ideas are not fully developed.			
<i>Style</i> MR NY	The student's writing includes precise language, effective word choice, and a variety of sentence structures.	The student does not use precise language, effective word choice, and a variety of sentence structures.			
<i>Heading</i> MR NY	The student's written documents all include a heading that follows Your name, mentor's name, assignment title, and senior project due date on top left corner of the	The student's written documents do not include an appropriate heading.			



Final Portfolio Checklist

Student Name: _____

Documents	Student Initials	Mentor Initials	SPC Initials
Title Page: Name, Project Choice, Mentor's Name, and the Date			
Resume and 2-3 Professional Letters of Recommendation			
Photocopies of the two Thank You Notes			
Project Proposal Form			
Parent Permission Form			
Mentor Responsibility and Mentor Form with Meeting Log			
Volunteer Log(s): Job Shadowing or Community Service			
Interview Questionnaire with Person in Charge			
Multiple Intelligences Survey			

Multiple Intelligences 5 Paragraph Reflective Essay			
Speaking Opportunity			
Final Reflection Paper 3-4 Pages typed			
Oral Presentation Rubric			
Written Documents Rubric			
Final Portfolio Checklist			
Professional Appearance of the Portfolio			

All documents within the portfolio must follow the order detailed in the checklist above.