



SREB

Senior Project Guide

Students Develop Academic and Technical Skills by Writing a Research Report, Creating a Product and Making an Oral Presentation

Southern
Regional
Education
Board

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Introduction

High school seniors are nearing the completion of 12 years of education. They have taken a variety of courses and developed an assortment of skills during those years.

The senior year is a time for students to combine their knowledge and skills in a senior project to show what they have learned. A senior project provides an opportunity for a student to choose an area of interest, conduct in-depth research, and demonstrate problem-solving, decision-making and independent learning skills. It contributes to a strong senior year of challenging courses and practical experiences that prepare students for the next step in work and further education.

A senior project involves several steps. First, the student selects a topic, gathers information, writes a research paper and keeps a portfolio of project activities. Second, the student produces a product that applies some aspect of the research. Third, the student makes a formal presentation to a panel composed of teachers and community leaders who know about and are interested in the topic. After the presentation, members of a school's Senior Project Board ask questions about the research and the product, find out what the student learned during the project, and review the student's portfolio.

A student is not alone during the project. Each student meets periodically with a teacher who has been designated a senior project adviser. In addition, the student may work with a product mentor from the community who has expertise in the student's field of study.

Senior projects are challenging: They require considerable effort on the part of the student in showing what he or she has learned. A good senior project causes students to plan in order to meet deadlines and manage the project successfully. The benefits will be opportunities to gather information, integrate academic and career/technical studies, develop verbal and nonverbal communication skills and feel a sense of accomplishment for a job well done. **A number of schools and school districts value the senior project enough to make it a requirement for graduation.**

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Guidelines for a Senior Project

The **senior project** is an integral part of a student's final year of high school. It integrates knowledge, skills and concepts from the student's program of study into one culminating project. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Although the product may be a joint effort, each presentation must be done separately.

A senior project consists of a written research report, a major product and an oral presentation. School guidelines dictate how the projects are graded. The three components are:

- **Research paper** — a formal paper that encourages students to develop and demonstrate proficiency in conducting research and writing about a chosen topic. A Senior Project Board at the school sets parameters for length, format, sources, writing style and other characteristics.
 - **Product** — a tangible creation based on choosing, designing and developing an item related to the student's field of study. The product can be a service that would benefit the school or the community.
 - The product should challenge the student, allow him or her to show applications of learning, and reflect that the student has spent substantial time completing it.
 - A senior project adviser or a designee will approve the initial plans.
 - Each student will document his or her progress in a journal or log that will be monitored regularly.
 - **Oral presentation** — a formal presentation of the project before a panel of judges. The presentation consists of:
 - an explanation of how learning was applied in developing the product; and
 - a discussion of lessons learned.
- The **senior project adviser (SPA)** is the student's senior English teacher. This teacher monitors the quality of written materials and provides guidance throughout the project. He or she approves the student's topic and adds it to the list of students and projects that is published for everyone to see.
 - A **product mentor** has expertise in the student's field of study and commits to help guide the student in developing the product. Preferably, the mentor is a community leader who can expand the school program through community involvement. The mentor also may be a teacher in the school. Each student is responsible for finding a mentor.
 - The **senior project coordinator (SPC)** at the school makes arrangements for the senior project and heads the Senior Project Board (SPB).
 - The **Senior Project Board** plans and coordinates the senior project process. Board members include a school administrator, an English teacher, a career/technical teacher, other teachers and the senior project coordinator.
 - A **coordinating teacher** is any teacher who evaluates or grades any aspect of the project.
 - The **Senior Project Evaluating Committee (SPEC)** examines students' research materials and products, hears the presentations, and provides evaluation results to the senior project coordinator. The committee includes business and community leaders, retired people and students as judges.

Responsibilities of Participants

Students

- 1) Confer, as needed, with the senior project adviser (the student's senior English teacher).
- 2) Identify a topic. *(See page 8.)*
- 3) Secure parental and senior project adviser approval for the topic. *(See page 7.)*
- 4) Tentatively identify a product to build or produce or a service to perform.
- 5) Relate the product or service to a career cluster area. *(See page 23.)*
- 6) Select a product mentor — an academic or a career/technical teacher or a person in the community and secure his or her approval. *(See pages 9-10.)*
- 7) Secure parental approval for the product. *(See page 12.)*
- 8) Write a letter of intent to the Senior Project Board. *(See pages 10-11.)*
- 9) Develop a timeline for completion of all components of the senior project — research paper, product or service, oral presentation, and follow-up activities. *(See page 6.)*
- 10) Conduct research by using print and electronic media and interviewing knowledgeable people. *(See pages 10-11.)*
- 11) Keep a journal or learning log to document all procedures, progress and steps, including dates, time spent, status reports, etc.
- 12) Assemble a portfolio of all journals, plans and learning experiences. *(See page 13.)*
- 13) Get the Senior Project Board to approve any changes in the project.
- 14) Write the research paper. *(See pages 14-15.)*
- 15) Provide five copies of the research paper to the Senior Project Evaluating Committee.
- 16) Prepare for the oral presentation. *(See page 16.)*
- 17) Present the research in an oral presentation to the Senior Project Evaluating Committee and respond to questions.
- 18) Write a thank-you letter to each person involved in the senior project, including the Senior Project Board and the Senior Project Evaluating Committee.
- 19) Request letters of recommendation from the community members involved in your project. These letters will be helpful in pursuing employment and further education.

Senior project adviser (SPA)

- 1) Approve the student's topic in coordination with other teachers.
- 2) Guide the student through all components of the project.
- 3) Instruct the student in the proper form and process for writing the research paper.
- 4) Collect and evaluate all written documentation pertaining to the Student Activity Checklist. (*See page 6.*)
- 5) Review the first draft of the research paper and suggest revisions. (Involve other coordinating teachers.)
- 6) Evaluate the final draft of the research paper and assign a grade based on its form and content.
- 7) Instruct the student in the proper methods of oral presentation.
- 8) Distribute a final copy of the research paper to coordinating teachers for input and to members of the Senior Project Evaluating Committee.

Product mentor

- 1) Approve product selection in coordination with the student's senior project adviser.
- 2) Assist and advise the student in the technical aspects of research papers.
- 3) Review the first draft of the student's research paper and suggest revisions.
- 4) Evaluate the final draft of the research paper in terms of content.
- 5) Serve as a resource to the student in all stages of product development.
- 6) Allocate time and make arrangements for the student to work on his or her product as needed.
- 7) Advise the student in planning his or her oral presentation.
- 8) Evaluate the product or service.

Senior project coordinator (SPC)

- 1) Chair the evaluating committee, including setting the agenda and updating the Senior Project Evaluating Committee manual.
- 2) Facilitate and manage the procedures and practices of the Senior Project.
- 3) Maintain a file of all the Senior Project activities, procedures and related paperwork.
- 4) Facilitate communication with and among faculty.
- 5) Provide direct assistance to the faculty, senior project advisers and committee members.

Senior Project Board (SPB)

- 1) Collect and publish a list of students and their topics.
- 2) Arbitrate disputes and appeals.
- 3) Inform the faculty of progress.
- 4) Update and revise the senior project guidelines.
- 5) Formulate policies for senior projects.
- 6) Guide students.
- 7) Establish guidelines for senior project recognition.
- 8) Establish and train evaluation panels.
- 9) Establish a schedule for oral presentations.
- 10) Determine how senior projects will be evaluated and reflected in final grades.

Media center specialist

- 1) Help students develop research strategies.
- 2) Help students develop bibliographies.
- 3) Help students locate research materials.
- 4) Coordinate and schedule the use of computers.

Senior Project Evaluating Committee (SPEC)

- 1) Read all reports prior to the presentations.
- 2) Select a facilitator to return all presentation evaluation forms to the senior project adviser and discuss individual student grades with the senior project coordinator or a designee.
- 3) Use established criteria in evaluating presentations. (*See page 22.*)

Suggested Timeline

Week # in One Semester	Week # in a Whole Year	Research Paper	✓	Product or Service	✓	Presentation	✓	Portfolio Item	✓
2	4	Orientation		Orientation		Orientation			
3	6	Identify topic.						Include letter of intent.	
4	8	Begin research.		Tentatively identify product; get parental OK.				Include research notes.	
5	10			Begin product journal.					
6	12	Preliminary draft; note cards/ outline due.		Select product mentor.				Include outline and draft.	
7	14			Submit initial product plan.					
8	16	Review project status/journal.		Review product status/journal.		Outline speech presentation.			
9	18	Submit five copies of final draft.						Include one copy of final draft.	
10	20					Design visual aids.		Include visual aids.	
11	22			Review product status/journal.				Include the journal.	
12	24					Submit presentation.		Include a copy of the presentation.	
13	26					Practice presentation.			
14	28			Journal and product due		Make presenta- tion to the evalu- ating committee.		Include grade and a copy of certificate of completion.	
15	30	Orient 11th- graders to the senior project.							
16	32								
17	34								
18	36	Reflection		Reflection		Reflection			

Student Activities Section

Getting Started

All journeys begin with an important first step. The first step in a senior project is to choose a topic that interests you, will be fun to study and is worthwhile. Refer to the Student Activity Checklist below and begin planning next steps as outlined in the checklist and the following pages.

Student Activity Checklist

Activity	Date Due	Date Completed	Comments
<i>Commitment form</i>			
Student's signature			
Parent's signature			
Senior project adviser's signature			
Product mentor's signature			
<i>Research paper</i>			
Topic			
Outline/note cards			
First draft			
Revision			
Final draft			
<i>Product</i>			
Mentor identified			
Product plan submitted			
Parent's approval of plan			
Cost analysis submitted			
Resources identified			
Procedures outlined			
Journal/learning log submitted			
Product completed			
<i>Oral presentation</i>			
Speech Outline submitted			
Note cards developed			
Speech/presentation practiced			
<i>Follow-up</i>			
Feedback received			
Thank-you notes to advisers/mentors			
Portfolio completed			

Deadlines and Consequences

Failure to meet the deadlines in the Student Activity Checklist may result in some or all of the following:

- a lower grade on the section of the project that is late;
- lower final grades in all courses in which the teachers evaluate any aspects of the project;
- disciplinary actions that may include make-up sessions during nonschool hours;
- less-effective guidance from advisers and mentors;
- no support or assistance from the product mentor; and
- parent notification.

Commitment Form

Student's name _____

Student's signature _____ Date _____

Research topic _____

Parent's signature _____ Date _____

Senior project adviser's signature _____ Date _____

Product idea (*tentative*) _____

Product mentor's signature _____ Date _____

Career Cluster (*Check one.*)

- | | |
|--|---|
| <input type="checkbox"/> Agricultural & Natural Resources | <input type="checkbox"/> Hospitality & Tourism |
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Arts, A/V Technology & Communications | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Business & Administration | <input type="checkbox"/> Law & Public Safety |
| <input type="checkbox"/> Education & Training | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Retail/Wholesale Sales & Service |
| <input type="checkbox"/> Government & Public Administration | <input type="checkbox"/> Scientific Research/Engineering |
| <input type="checkbox"/> Health Science | <input type="checkbox"/> Transportation, Distribution & Logistics |

Choosing a Topic

A senior project is about doing and learning something that you want to do and learn about. This is your chance to choose a topic that will be interesting and worthwhile and will extend your knowledge. However, making the decision may not be easy. Choose carefully, consult with your senior project adviser, and remember to keep your project manageable. Here are some guidelines:

- Relate the topic to your interests or career choice.
- Make the topic broad enough to provide adequate resources and to yield a written report of the desired length and depth of study.
- Make the topic narrow enough to be covered within the time frame of the project.
- Choose a topic that lends itself to a manageable and affordable product.

Choosing a Product

Carefully choose a product to build or produce or a community-based service to provide. Answer these questions:

- Does the research enhance the product? Is there a clear connection between the research topic and the product you want to produce?
- Does the product represent significant amounts of time, effort and appropriate complexity? Does it go beyond what you already know how to do?
- Is the product something you will do outside of your regular class? A product that you produce for a career/technical student organization will not fulfill senior project requirements unless it goes substantially beyond the parameters of that product.
- Will the product involve tangible evidence of your work — either something physical that can be seen and touched, a community-based service that can be documented as beneficial, or something performed, such as a play or a musical that is written, produced, taped and presented?

Choosing a product mentor

A product mentor is someone you trust who knows the subject of your product and will take a sincere interest in guiding you to complete it successfully. (*This person may come from inside or outside the school.*)

What does the mentor do?

- Provides expertise in the product area.
- Gives suggestions and advice.
- Supports your efforts.
- Gives you feedback.

Before you choose a mentor:

- Clearly define your product.
- Be specific about what you expect from your mentor, including the time commitment.
- Be able to show how a mentorship will benefit the mentor.

How do you choose a mentor?

- Brainstorm possible experts within your chosen field of study.
- Talk with parents, teachers and/or friends about possibilities.
- Look for someone who has the expertise and is interested in mentoring you through the completion of your product.

Contacting a Mentor for an Interview

Most professional people are interested in helping students and will want to assist you in completing your senior project if they can arrange their schedules. As you plan what you will say to the potential mentor, remember to be considerate and get to the point. Professionals are busy people, so be organized to make efficient use of their time.

Make the initial contact with your prospective mentor. Introduce yourself on the phone as a local high school senior working on a school-assigned project. Say that you need a local person to provide guidance and expertise in a chosen area. Ask for a 15-minute appointment to explain the project.

Interviewing Experts

An interview with a knowledgeable person (a primary source) can be very valuable. Be prepared, make a good impression, get the needed information, and show appreciation for the person's time and willingness to share information.

Before the interview:

- Decide on your purpose. What do you want to find out?
- Write your questions and organize them in logical order.
- Learn something about the person to be interviewed (background, position, education, title, duties, etc.).
- Take paper and a pen to make notes.

During the interview:

- Make a good impression. Dress for the occasion.
- Be on time. Five to 10 minutes early is better.
- Smile, state your name clearly, shake hands, and state your purpose.
- Ask pertinent questions and listen for interesting information.
- Ask for clarification if needed. Remember, direct quotes must be accurate, and something "off the record" should stay that way.

After the interview:

- Express appreciation at the interview and in a follow-up note.
- Review your interview notes immediately. Fill in gaps and add information that will be helpful later in the project.

Writing a Letter of Intent

Using correct business style, write a letter of intent to the Senior Project Board. This letter will become part of your senior project portfolio. It should be typed/word-processed and planned well. It should include:

Paragraph 1: Describe the general area of interest of your senior project. Explain why you chose the topic and what (if anything) you already know or have done in the area to help build your knowledge base.

Paragraph 2: Include the specific research on which your paper will focus and some of the ideas you hope to include. Also discuss some of the resources you plan to use, any specific questions you want to answer, and what you need to know to do the research.

Paragraph 3: Describe how your paper relates to your project. Describe your project — what it is, who is involved, potential cost, time involved and possible resources. Explain how this is a potential learning challenge.

Paragraph 4: Explain plagiarism and tell why it is important to avoid copying other people’s work. Also tell the repercussions of such an act.

Conducting Research

There is no shortage of information in today’s society. The challenges are to decide what information is needed, how to get it, how to organize it and how to use it. Six steps will help with this process.

Step 1: Define the task.

- What is my task?
- What do I want to do?
- What information do I need in order to complete my project?
- What do I already know?
- What do I want to know?
- What questions do I need to answer?

Step 2: Determine information-seeking strategies.

- What sources can I use?
- What resources are appropriate and available to use?
- What print, electronic, visual or personal (interview) approaches can I use?
- What is reasonable?

Step 3: Locate and access resources.

- What skills do I need in order to use the resources?
- What strategies can I use?
- What are some interviewing strategies?

Step 4: Get the information.

- Get accurate information.
(Read, view and hear sources.)
- How do I understand and record my information? *(Paraphrase, summarize, take notes and list references.)*

Step 5: Synthesize the information.

- Determine how to organize and share the information. *(Make an outline, use word-processing equipment to write the report, use graphics and other visuals, and plan a multimedia presentation, if appropriate.)*

Step 6: Evaluate.

- How did I do? *(Self-evaluation)*
- Did my research meet the needs of my project?

Product Agreement

Student's name _____

Product title _____

Product proposal

Description _____

Steps for product completion _____

Special equipment/facilities/environment _____

Cost analysis

Materials list _____

Approvals

Product mentor's signature _____ Date _____

Senior project adviser's signature _____ Date _____

Parent's signature _____ Date _____

Student's signature _____ Date _____

Portfolio Checklist

A portfolio is a good way to strengthen learning. It enables you to reflect on new information and to apply that knowledge in new and creative ways. A senior project portfolio should include all forms, references and activities associated with the project: proposals, research information, product-building procedures and other items. Portfolio items should be accurate, clean, neat, sequenced, assembled, labeled and filed in a three-ring binder (or in some other organizer) for future reference.

Recommended items:

- | | |
|---|--|
| <input type="checkbox"/> This checklist | <input type="checkbox"/> Product agreement |
| <input type="checkbox"/> Final letters to judges and others | <input type="checkbox"/> Commitment form |
| <input type="checkbox"/> Letter of intent | <input type="checkbox"/> Personal résumé |
| <input type="checkbox"/> Outline of research paper | <input type="checkbox"/> Certificate of completion |
| <input type="checkbox"/> Research paper | <input type="checkbox"/> Letters of recommendation |
| <input type="checkbox"/> Project adviser's records | <input type="checkbox"/> Other records of learning experiences |
| <input type="checkbox"/> Journal or learning log | |

Assembling Research Information

Checklist for a Research Paper

- | | |
|---|---|
| _____ Construct a working bibliography. | _____ Write a rough draft. |
| _____ Get the senior project adviser or a designee to approve the bibliography. | _____ Get the senior project adviser or a designee to evaluate the rough draft. |
| _____ Make note cards. | _____ Write the final paper. |
| _____ Organize the note cards and make an outline. | _____ Get the senior project adviser or a designee to evaluate the final paper. |
| _____ Get the senior project adviser or a designee to approve the note cards and outline. | |

Constructing a Working Bibliography

A working bibliography is a collection of note cards listing available sources of information. Each card contains bibliographic information recorded in Modern Language Association (MLA) or American Psychological Association (APA) style, depending on the school system's preference. Put a source number in the upper right corner of each card, and put the call number or other information for locating the source in the upper left corner. These cards do not contain any notes.

Making Note Cards

- Use a separate note card for each source.
- Place a source number in the upper right corner of each card.
- Use a separate note card for each main idea.
- Write a key word in the upper left corner of the card.
- Write the page number of the source at the bottom of each note card.
- Use only one side of the card.
- Be sure to indicate quoted or paraphrased material.
- Be sure all notes exist within context and are accurately recorded.
- Reread the notes to make sure you understand them.

Organizing Note Cards

- Use the key words to organize the note cards.
- Distinguish between main and subordinate ideas.
- Arrange cards in the order they will appear in the paper.
- Write an outline that indicates the order.

Writing a Rough Draft

An introductory paragraph is:

- a general statement of information;
- a transition sentence using words directly related to the thesis;
- a thesis statement and explanation that:
 - ◆ contains a one-sentence statement of the topic being examined;
 - ◆ states an opinion;
 - ◆ narrows the topic so it may be supported adequately in the research.

The body of the paper contains:

- the weakest “pro” argument or least important reason/example in support of the thesis;
- the second-strongest supportive point;
- the strongest “pro” argument or most important reason/example in support of the thesis;
- proper documentation of sources.

The conclusion may:

- restate the thesis;
- paraphrase or summarize ideas supporting the thesis;
- take the topic one step beyond and predict the future of the problem.

The works-cited page:

- is an alphabetical list;
- contains all sources used in the paper.

Miscellaneous:

- Follow either MLA or APA style.
- Avoid plagiarism (presenting someone else’s words or ideas as your own).
 - ◆ Borrowing someone’s words or ideas is acceptable as long as you give appropriate credit.
 - ◆ Common knowledge does not require documentation.
- Print copies for mentors.

Writing the Final Paper

- Revise the evaluated rough draft.
- Print copies for mentors.

Oral Presentation

The following section will help you organize your presentation. Prepare your speech and practice it many times to build comfort and confidence. Dress properly, check the schedule for your presentation, and make notes so that you will feel more at ease.

Speech Organization

- **Introduction:** Introduce your topic and try to capture the audience’s attention.
- **Body:** List and explain four key points.
 - **Point 1:** How did you become interested in the topic?
 - **Point 2:** What did you learn from the research?
 - **Point 3:** What did you learn from the product?
 - **Point 4:** What did you learn about yourself, and how has this information affected your plans for the future?
- **Conclusion:** Connect the introduction, implications for learning and possible plans for the future.

Suggestions

- You may write the entire speech, but you may be more at ease if you make some points from general knowledge of the topic instead of reading from a prepared script. Follow a well-rehearsed outline. Don’t ramble.
- Indicate on your outline where you will use visual aids.
- Practice, practice, practice. Build logical transitions between major sections. Plan and rehearse until you feel comfortable with your speech.

Senior Project Coordinator Activities Section

Timeline for Final Presentations

This schedule is based on a school-year calendar. Schools that conduct senior projects on a semester system need to adjust the schedule. The suggested timeline on page 5 will help in making adjustments.

**September to
October**

Make presentations to community organizations and PTA groups to solicit Senior Project Evaluating Committee judges.

**October to
November**

Establish a calendar of presentations by career cluster (i.e. human services might be March 17-19, while architecture and construction might be April 6-7). Post a tentative presentation schedule in the guidance area, senior classrooms and homerooms, and career/technical classrooms.

**November to
December**

Select Senior Project Evaluating Committee judges to evaluate each cluster.

**January to
February**

Establish a final schedule of student presentations. Provide an appointment card to notify students at least two weeks before their presentations.

Provide judges with research papers of all projects they are to evaluate at least two weeks before the presentations.

Require 11th-graders to attend one presentation. You may assign them or let them sign up.

**Late March to
early May**

Senior Project Evaluating Committees hear the presentations.

May

Obtain Senior Project Evaluating Committee feedback to improve the process.

Working with Senior Project Evaluating Committees

- Establish committees with three to five members, including at least one educator and one community representative.
- Determine the total number of projects in each career area from the commitment forms submitted by students. Each presentation should take about one hour. The total number of presentations will equal the total number of hours you will need judges to evaluate the presentations.

Total number of projects =	
Total number of hours in each career cluster	
<i>Number</i>	
_____ Agricultural & Natural Resources	_____ Hospitality & Tourism
_____ Architecture & Construction	_____ Human Services
_____ Arts, A/V Technology & Communications	_____ Information Technology
_____ Business & Administration	_____ Law & Public Safety
_____ Education & Training	_____ Manufacturing
_____ Finance	_____ Retail/Wholesale Sales & Service
_____ Government & Public Administration	_____ Scientific Research/Engineering
_____ Health Science	_____ Transportation, Distribution & Logistics

- Visit chambers of commerce and community organizations — such as Optimists, Rotarians and Civitans — to solicit community leaders to evaluate projects. Provide individual sign-up forms or cards for volunteers to record their personal information and time availability. (*See page 19.*)
- Sort judges' information into career clusters. Match judges with similar time availabilities and develop a tentative calendar and schedule of student presentations by cluster.
- Contact judges to set dates and times for each evaluation.
- Write letters to remind judges about two weeks before evaluation day. Include copies of the research papers for all projects to be evaluated. Tell the judges where to meet and other pertinent information.
- Set up an evaluation room with judges' tables, a student presentation area and a guest observation area. Be sure to have a reception area outside the evaluation room for students to wait for their presentations.
- Do not allow interruptions during the presentations. Place a "Do Not Disturb" sign on the door. A receptionist can sit outside the room to register students, give directions, etc.
- Collect all evaluation forms and thank the judges for their participation.
- Give each student a grade and a certificate of completion of the senior project.

Senior Project Evaluating Committees

Make copies of this recruitment form to distribute at school functions and meetings of community clubs and organizations. Establish a database of information taken from the forms.

Judges' Information

Name _____

Business/organization _____

Address _____

Phone(s) _____

E-mail _____

Please check the career cluster in which you have the most expertise.	
<input type="checkbox"/> Agricultural & Natural Resources	<input type="checkbox"/> Hospitality & Tourism
<input type="checkbox"/> Architecture & Construction	<input type="checkbox"/> Human Services
<input type="checkbox"/> Arts, A/V Technology & Communications	<input type="checkbox"/> Information Technology
<input type="checkbox"/> Business & Administration	<input type="checkbox"/> Law & Public Safety
<input type="checkbox"/> Education & Training	<input type="checkbox"/> Manufacturing
<input type="checkbox"/> Finance	<input type="checkbox"/> Retail/Wholesale Sales & Service
<input type="checkbox"/> Government & Public Administration	<input type="checkbox"/> Scientific Research/Engineering
<input type="checkbox"/> Health Science	<input type="checkbox"/> Transportation, Distribution & Logistics

Place check marks to indicate which day(s) and time(s) you can appear.

Day	8 a.m. to 10 a.m.	10 a.m. to noon	1 p.m. to 3 p.m.	3 p.m. to 5 p.m.	5 p.m. to 7 p.m.
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Sample Worksheet for Scheduling Evaluations

Complete one worksheet for each career cluster. Use judges' information to form committees for each date and time. Allot one hour for each presentation. The committee will take approximately 10 minutes to review written documents prior to each presentation. Student presentations will last 15 to 30 minutes. A 10- to 15-minute question-and-answer session will follow. The committee will have the rest of the time to evaluate the project.

Career cluster _____ Total number of projects _____

Day/date	Time	Student's name	Project title	Judges

Evaluating a Research Paper

Name of senior project adviser _____

		Point value	Earned
Format:	Front page	2	_____
	Footnotes	5	_____
	Pagination	2	_____
	Works cited	11	_____
Grammar:	Spelling	10	_____
	Punctuation	10	_____
	Sentence structure	10	_____
	Capitalization	5	_____
	Tenses	5	_____
	Formal tone	2	_____
Organization:	Beginning (thesis statement)	7	_____
	Middle (well-developed paper)	25	_____
	End (in keeping with the paper’s focus)	6	_____
		Total	_____
			(100 possible)

Name of product mentor or coordinating teacher _____

Content:	Accuracy	25	_____
	Logical conclusion	20	_____
	Adequately developed topic	25	_____
	Coherence	15	_____
	Compelling presentation	15	_____
		Total	_____
			(100 possible)
		Grand total	_____
			(200 possible)

Evaluating a Presentation

Student's name _____ Title of project _____ Date _____

Communication

(Rank from one to five, with five as the highest.)

Verbal

Volume/tone	1	2	3	4	5
Grammar	1	2	3	4	5
Speech pattern/pace	1	2	3	4	5

Nonverbal

Appearance	1	2	3	4	5
Eye contact	1	2	3	4	5
Poise/delivery	1	2	3	4	5

Total: _____ x 1 = _____

Content

The subject was properly introduced.	1	2	3	4	5
The key points were made.	1	2	3	4	5
The information was accurate.	1	2	3	4	5
The presentation flowed logically.	1	2	3	4	5
The visual aids were appropriate.	1	2	3	4	5
The visual aids were attractive.	1	2	3	4	5

Total: _____ x 2 = _____

Product

A high level of technical expertise was evident.	1	2	3	4	5
The product represented an appropriate level of challenge/difficulty.	1	2	3	4	5
The product clearly applied concepts covered in research content.	1	2	3	4	5
The student used appropriate materials to construct the product.	1	2	3	4	5
The student showed evidence of problem-solving ability, creativity and originality.	1	2	3	4	5
The student was conscientious in making an effort.	1	2	3	4	5

Total: _____ x 3 = _____

GRAND TOTAL _____ (180 possible)

Career Clusters and Examples of Career Majors

Agricultural & Natural Resources

Food scientist
Environmental engineer
Agriculture teacher
Animal scientist
Biochemist
Veterinarian assistant

Architecture & Construction

Contractor
Architect
Electrician
Heavy equipment operator
Carpenter
Plumber

Arts, A/V Technology & Communications

Actor
Video producer
Journalist
Audio engineer
Telecommunications
technologist
Printing/graphics
technologist

Business & Administration

Human resources
administrator
Administrative specialist
Financial analyst
International trade manager
Entrepreneur
Accountant

Education & Training

Teacher
Principal
School counselor
College professor
Corporate trainer
Coach

Finance

Stockbroker
Banker
Insurance agent
Financial planner
Loan officer
Tax examiner

Government & Public Administration

Legislator
City manager
Policy/budget analyst
Recreation/parks director
State/federal agency director
Urban/regional planner

Health Science

Pediatrician
Physical therapist
Radiologic technologist
Occupational therapist
Medical assistant
Hospital administrator

Hospitality & Tourism

Lodging manager
Chef
Travel and tourism manager
Food service manager
Restaurant manager
Leisure and entertainment
manager

Human Services

Social worker
Psychologist
Child-care worker
Substance abuse specialist
Employment specialist
Psychotherapist

Information Technology

Software engineer
Network administrator
Web designer/developer
Database manager
Technical writer
Multimedia producer

Law & Public Safety

Attorney
Firefighter
Police officer
Judge
Paramedic
Paralegal

Manufacturing

Machinist
Manufacturing engineer
Automated process
technician
Production engineer/
technician
Welding technician
Quality technician

Retail/Wholesale Sales & Service

Sales associate
Interior designer
Marketing director
Buyer
Real estate broker
Customer service
representative

Scientific Research/Engineering

Chemical engineer
Mathematician
Biotechnologist
Electrical engineer
Biologist
Oceanographer

Transportation, Distribution & Logistics

Pilot
Automotive technician
Logistics manager
Flight attendant
Warehouse manager
Truck driver

Examples of Senior Project Topics

Students at *High Schools That Work* sites have chosen a wide array of topics for senior projects. A student at one school even did a senior project on the benefits of doing a senior project!

Causes and Effects of Teen Violence

Computer Viruses and Their Treatment

Desktop Publishing Skills

Effects of Refrigerants on the Ozone Layer

Electrical Fire Safety Wiring

Evolution of Types of Wrenches

Improvements and Modifications in Electrical Motor Control

Irrigation and Drainage Systems of Sports Fields

Landscaping a Small Area

Marketing a Product for Teenagers

Medicinal Herbs

Plants for Indoor Ponds

Preventive Maintenance for Electrical Equipment

Remodeling a Bathroom for the Physically Challenged

Sexual Harassment in the Workplace

Systems for Effective Time Management

The History and Development of Gears

The Use of Machining Tools in the Automotive Industry

Using Plastic as an Alternative Material in the Manufacturing of Vehicles