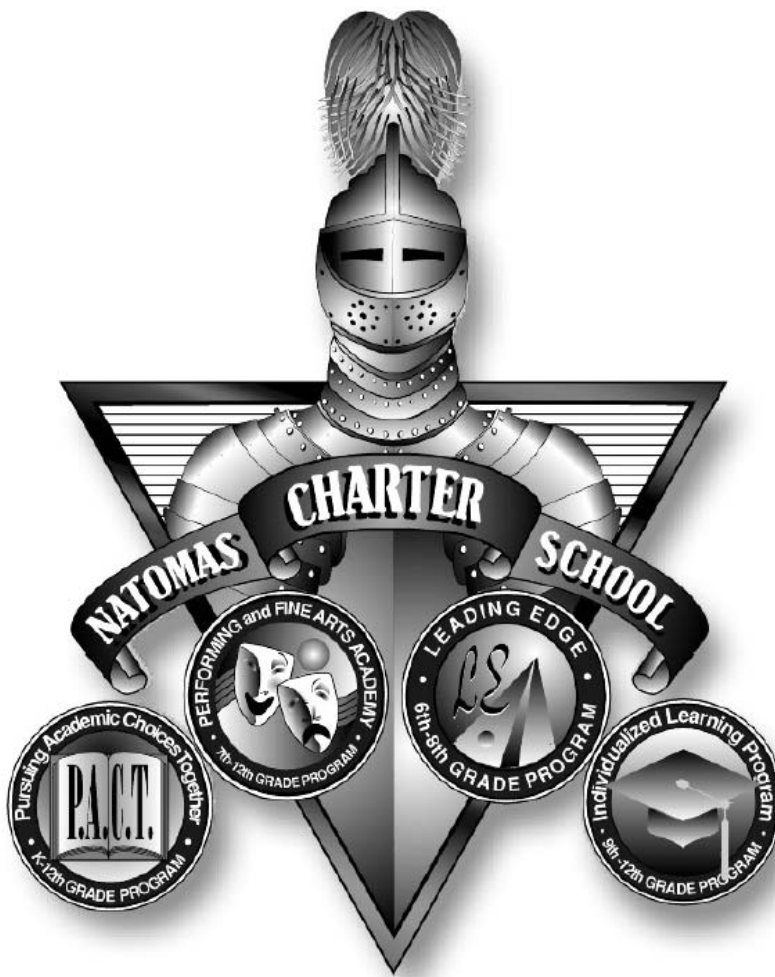


Natomas Charter School

INDIVIDUALIZED LEARNING PROGRAM

SENIOR PROJECT



COURSE PLANNER 2010/2011

Natomas Charter School
Individualized Learning Program
4600 Blackrock Drive Sacramento, CA 95835
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Senior Project Due Dates 2010-2011

Senior Project Week	Date Due (due at meeting)	Assignments (assigned the week prior to due date) Journal update due <u>every</u> week.	Wkshp Dates
Semester 1			
Week 1	Aug 23-27	SP Binder, SP Calendar, Summary of Project, Interest Inventory, Work Interest Survey	
Week 2	Aug. 30-Sept. 3	Brainstorm a List of Topic Ideas, Consequences of Failure to Meet Deadlines Form, Parenthetical Notation Handout, Approval of Research Topic Form	9/ 2
Week 3	Sept. 7-10	Parent Consent Form, Topic Proposal Rough Draft, Product Budget	
Week 4	Sept. 13-17	Topic Proposal Final Draft , Paper Outline, 2 bibliography cards	
Week 5	Sept. 20-23	Page one of Chapter 1 Draft due	
Week 6	Sept. 27-Oct. 1	Chapter 1 Draft #2	9/30
Week 7	Oct. 4-8	Finish Chapter 1 Draft , 2 more bibliography cards	
Week 8	Oct. 11-15	Chapter 2 Draft #1	
Week 9	Oct. 18-22	Mentor contact, Chapter 2 Draft #2	
Week 10	Oct. 25-29	Finish Chapter 2 Draft , 2 more bibliography cards, select mentor	10/28
Week 11	Nov. 1-5	Chapter 3 Draft #1, Mentor sign Selection Form, Typed bibliography	
Week 12	Nov. 8-10	Ch. 3 Draft #2, Bibliography revisions, Mentor Selection Form Due	
Week 13	Nov. 15-19	Complete Chapter 3 and Conclusion , Complete paper draft #1 due and completed rubric	
Week 14	11/29-12/ 3	Revised Research Paper Draft #2 Due	12/2
Week 15	Dec. 6-10	Research Paper Final Draft Due	
Week 16	Dec. 13-17	Mentor Log – one hour completed, Product written plan, Schedule mentor meeting times on calendar	
Semester 2			
Week 1	Jan 10-14	Mentor Log – one hour completed, Product written plan, Schedule mentor meeting times on calendar	
Week 2	Jan. 18-21	Second Mentor Log Check Due	
Week 3	Jan. 24-28	Work Timeline and Calendar filled in	
Week 4	Jan 31-Feb4	Third Mentor Log Check Due & Resume Rough Draft Due	2/3
Week 5	Feb. 7-11	Resume Final Draft Due	
Week 6	Feb. 15-18	Fourth Mentor Log Check Due 4 hours due, Proclamation Poster Draft	
Week 7	Feb. 22-25	Proclamation Poster Due , start portfolio	
Week 8	Feb28-Mar4	Mentor Log Check 6 Hours	
Week 9	Mar. 7-11	Work on Product & Portfolio	
Week 10	Mar. 14-17	Mentor Log Check 8 Hours & Work on Portfolio	3/17
Week 11	Mar. 21-25	Thank you note draft, Letter to Judges Draft, Mentor Product Eval.	
Week 12	March 28-April 1	Completed Product Due , Mentor Thank You Note due, Judges Letter Draft, Mentor Product Evaluation check	
Week 13	April 4-8	Final Letter to Judges Due	
Week 14	April 11-15	Reflective Essay Outline, Presentation Outline	4/14
Week 15	May 2-6	Portfolios Completed & Due	
Week 16	May 9-13	Presentation Dress Rehearsal	5/12
Week 17	May 16-20	Presentations	
Week 18	May 23-27	Final Reflective Journal about Presentation & Reflective Essay	
Week 19	5/31-6/3	Reflective Essay Final Draft Due	
Week 20	June 6-10	Reflective Letter to Self	

**Natomas Charter School Individualized Learning Program
Senior Project Course Planner 2009-2010**

TABLE of CONTENTS

Senior Project Due Dates	2
The Senior Project at NCS ILP	5
Requirements for Successful Completion of Senior Project	6
Topic Selection Guidelines	7
Topic Ideas for Brainstorming	8-9
Senior Project Topic Proposal	10
Research Paper Guidelines /Outline	11-12
Research Paper Reference Guidelines (Bibliography Cards)	13-15
Interview Lesson	16-17
Research Paper Rubric	18-18
Student/Mentor Responsibilities	20
NCS ESLR Statements Assignment	21
General Résumé Guidelines /Samples	22-24
Proclamation Poster	25
Mentor Thank-you	26
Portfolio Guidelines/ Checklist	27
Portfolio Evaluation Rubric	28
Letter to the Judges Format	29
Presentations: A Planner /Outline	30-32
Presentation Score Sheet	33
Reflective Essay Assignment	34

FORMS PACKET	35
Consequences of Failure to Meet Deadlines	36-37
Interest Survey	38-39
Approval of Senior Project Research Topic and Product	40-41
Parent Project Consent Form	42
Topic Proposal Rubric	43
Parenthetical Notation Practice Handout	44
Research Paper Rubric	45-46
Mentor Information and Agreement Form	47
Mentor Responsibilities Form (to be given to mentor)	48
Product Planning Timeline	49-50
Product Work Log	51
Mentor Hours Verification Log	52-55
Final Product Verification Form/Mentor Evaluation Form	56-57
Product Rubric	58
Reflective Essay Rubric	59

THE SENIOR PROJECT AT NATOMAS CHARTER SCHOOL INDIVIDUALIZED LEARNING PROGRAM

THE PURPOSE OF THE SENIOR PROJECT:

The Senior Project at **Natomas Charter School Individualized Learning Program** provides an opportunity for you to demonstrate what you know and to showcase your achievement. Senior Project has been highly acclaimed and proven successful in many high schools across the country.

The Senior Project is a fitting conclusion to your high school education. Through the project, you are able to demonstrate accumulated skills in time-management, research, problem solving, human interaction, organization, community service, and public speaking. This is appropriate as the culmination of your K-12 education because these are the very skills and abilities which you will be expected to demonstrate as college students and/or entry level employees.

THE FOUR PHASES OF THE SENIOR PROJECT:

- The first phase is a **research paper**. You must research and document information on a subject of your choice -- a subject in which you have an interest, but are not already an expert. Your research must be a stretch beyond what you already know. As part of your research and product creation, you must obtain a mentor to assist in advising you throughout the project. Your mentor cannot be a Natomas Charter School Individualized Learning Program Teacher or a Teacher from the Performing and Fine Arts Academy, a family member or anyone under 21 years of age. Your mentor must be someone who is knowledgeable or a professional in the area of your interest. Your mentor will be evaluating you and grading your finished product.
- The second phase requires you to apply the information you have gained from your research to manufacture a "**product**." Your product may be an actual physical product, a performance or demonstration, but must include community service. **Your product must reach beyond yourself to impact the world outside of NCS.** There must be a clear relationship between your research and your product. Select a product within your financial budget, keeping in mind that **you are not expected to spend money in order to complete the Senior Project**
- The third phase of the Project is the **portfolio, ESLR Statements, and reflective essay**. You must keep good records of your progress and preserve everything in a portfolio that demonstrates your journey throughout the entire Senior Project. These documents include personal notes, photographs, and time logs with your mentor, journal entries, receipts, letters, your research paper, etc. Although components of the portfolio will be graded throughout the year, your Teacher will grade the entire portfolio for completeness and aesthetics at the end of the semester.
- The final phase of the project will be the **presentation**. This will be a speech of between eight to ten minutes, given before a panel of judges. You will be assigned a date and time for your panel well in advance.

All information is included in your Course Planner or will be given to you by your Teacher. It is imperative that you maintain good attendance at the **workshops** so that you can be aware of any changes in dates or other vital information that becomes necessary as you move through the year. For the latest updates on information, consult your Teacher or one of the Senior Project Teachers.

REQUIREMENTS for SUCCESSFUL COMPLETION of SENIOR PROJECT

WEEKLY JOURNAL

1. Write a **half to a full-page entry** discussing progress made that week and plans for the future. These entries should be kept in a bound journal together or be typed and saved for the portfolio.

RESEARCH PAPER

1. Two copies of final paper (one for grading, one for portfolio)
2. Five sources minimum. A personal interview counts as a source.
3. Modern Language Association (MLA) Documentation of sources
4. Seven to ten typed, double-spaced pages in 12 point type
5. One inch margins
6. Works Cited page (see NCS Writer's Guide for format)
7. Mixture of writer's words, quotes, and paraphrasing of research
8. Free from plagiarism (Plagiarism is cheating and results in an automatic zero on the paper. This means you possibly will not graduate)
9. Turned in on or before due date

PRODUCT

1. Minimum of ten contact hours with mentor
2. Mentor time log required, with mentor's signature for each contact
3. Product may be tangible, service oriented, or skill-based (Student must be able to display intangible products in a tangible way- displaying time, effort and accomplishment of product)
4. Product must present a learning stretch, taking you beyond what you have ever done before
5. Product must be related to research
6. Must impact the community outside of NCS.
7. Product must be completed by student...NOT by mentor or parent

PORTFOLIO

1. Title page & Table of Contents
2. Weekly Journals
3. Letter to the Judges
4. Topic Proposal and approval form
5. Clean copy of Research Paper
6. ESLR Statements
7. Résumé
8. Thank-you note to mentor
9. Interest Survey
10. Proclamation Poster
11. Mentor Work Log
12. Supplemental items including pictures, letters, plans, receipts, mentor evaluation form

PRESENTATION

1. Between 10 and 20 minutes long
2. Judged on content and delivery
3. Appropriate business-style dress
4. Visual to enhance understanding of product (poster, outline on flip chart, photo collage, PowerPoint, costume, tangible product)
5. Portfolio presented to panel

TOPIC SELECTION GUIDELINES

- **The research topic should be one in which you are highly interested, but not yet an expert.** If you have been a black belt in karate and have studied martial arts for many years, you probably already know a great deal about the subject of karate. Such a topic would not yield much new learning for you and would, therefore, not qualify as a "learning stretch."
- **The research topic should lead to a product that serves or impacts the community beyond NCS.** You will need to stretch beyond yourself and impact the world around you.
- **The research topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable.** For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid courses, etc). On the other hand, a student choosing to research the Application of Band-Aids to Skin Abrasions would probably have difficulty find enough information. A more reasonable topic might be *Lifesaving Techniques Used by Emergency Medical Technicians*.
- **The research topic should be one that is intellectually and creatively challenging.** Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the judges. The topic should represent an intellectual s-t-r-e-t-c-h for you and one that is worthy of investigation.
- **Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a service.** Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research topic around their product.
- **Avoid choosing topics that might involve expenses that you are not prepared to handle.** There is no required expenditure for the research or the product. If you do not drive, do NOT plan research that requires your going to distant locales; if you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.
- **Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by Natomas Charter School and Natomas Charter Individualized Learning Program schools will not be approved.** For example, avoid experiments that are potentially explosive; stay away from activities such as handling poisonous snakes; steer clear of investigations of pornography web sites or other unsavory areas; do not connect your product to any type of weapon.
- **Primary research shows originality and intellectual maturity.** Choose a topic that will allow you to do a personal interview, survey, scientific experiment, etc. for research.
- **Before making your final choice, do some preliminary research.** Investigate your main areas of interest to be sure that you can locate abundant research material to complete your paper. This exploration might open new possibilities for your final topic.
- **Use good judgment when selecting your topic.** Not only must your parents and your teacher approve your topic, but also your ultimate presentation must be appropriate for a review board of judges. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected.

TOPIC IDEAS FOR BRAINSTORMING

Music

- Learn a musical instrument
- Compose a piece of music
- Perform a Dance

Physical Fitness

- Diet
- Physical goals
- Careers
- Learn a new sport

Health

- Volunteer opportunities
- Alternative health
- Drug Abuse

Social Studies

- Historical Study
- Cultural Study
- Political Involvement

Fine Arts, Crafts

- Sewing
- Pottery
- Jewelry
- Stained Glass

Math, Science

- Computers/Internet
- Mathematics theory
- Astronomy
- Environmental Issues

Education

- Learning Styles
- Early Childhood Education
- School Reform

Religion, Philosophy

- Comparative Studies
- Develop a Personal Religion/Philosophy

Space

- Exploration
- Extraterrestrial Theories
- New Discoveries

Home Economics

- Cooking
- Gardening

Social Issues

- Child Abuse
- Volunteer Work
- Homelessness
- Teen Suicide

Literature

- Creative Writing
- Folklore
- Children's Literature
- Poetry

Business

- Entrepreneurship
- Trends
- Mock Investments
- Job Shadowing

Travel

- Vacations
- Language
- Explorations

Careers

- Job Market Research
- Job Shadowing
- Personal Goals

Technical Arts

- Wood
- Metal
- Cars/Motorcycles
- Book Illustration

Photography, Film

- Make a Movie
- Learn photography
- Animation

Outdoors

- Scientific field research
- Hiking/Orienteering
- Mountain climbing

List your ideas here:

Products / Outcomes

Advertisement	Journal	Song lyrics
Architectural design	Machine	Speech
Audiotape	Magazine	TV magazine
Autobiography	Map	Terrarium
Biography	Memoir	Time line
Books	Mock trial	Totem pole
Brochure	Monologue	Video tape
Children's book	Mosaic	
Classroom museum	Movie script	
Collage	Mural	
Collection	Musical instrument	
Commercial	News story	
Computer program	Newspaper oral history	
Constitution	Painting	
Cooking demonstration	Panel discussion	
Inquiry	Photograph	
Protest	Play an instrument	
Editorial	Play script	
Sewing Project	Poems	
Quilt	Sonnet	
Weaving	Radio magazine	
Dance debate	Rap Song	
Diagram	Recitation of your own poetry	
Diary	Relief map	
Diorama	Report of current events	
Drawing	Research paper	
Election	Resume/cover letter	
Fashion show	Review of books/movies	
Flag	Scale model	
Flow chart	Scenery for a play	
Fiction - chapter to a book	Scientific Experiment	
Book	Scrapbook	
Graph	Sculpture	
Interview	Short Story	
Invention	Simulation/skit	
Jewelry	Slide Show	

Senior Project Topic Proposal

The proposal should be a coherent explanation of your topic, plan for research, and resulting product. This paper will be written before you start your in-depth research, but you may need to do preliminary searches for research sources and product ideas that go along with your topic. The proposal should be a formal typed explanation written in complete sentences and paragraph format that displays your best writing ability. The expectations for this proposal are outlined on the following page. You may want to consider the following question when choosing your topic:

1. *What topic would you like to research?* Be sure to limit the topic to a manageable one.

How would this research be a “learning stretch” for you (something challenging, that you’ve never investigated before)?

2. *What product would you like to work on that is connected to your research topic?*

How would doing this product be a “stretch” for you (something challenging, that you’ve never done before)?

Proposal Format:

A. **Concept and Process** (2-3 paragraphs)

- This section will introduce the topic and why it interests you.
- Explain what you already know about the topic and what you hope to research about it.
- Explain why this is a learning stretch for you.
- Explain how and where you plan to research this topic (be specific- book titles, interviews, companies, etc).

B. **Connections** (1-2 paragraphs)

- Explain what that final product will be.
- Explain the connection between the research and the final product.
- Explain how the product will impact the community outside of NCS.
- Explain what you anticipate learning from the product creation.
- Estimate and discuss any possible costs for your project. Explain where or how you plan to find a mentor (or whom you will choose if you know them already) and why you think they will be helpful.

Proposal Rubric is located in the forms packet. Please use this to revise your proposal.

Research Paper Guidelines

General Guidelines:

Length: 3500 words or more (7-10 pages)

Format: typed, double-spaced, 12 times font, with pagination

Title Page: front sheet, your name, research topic

Style: MLA format (see writer's guide) And use parenthetical notation to cite your sources in the paper.

Sources: Use at least five sources (only two can be from the internet and one can be an interview).

Research Paper Basic Elements to Include:

- A thesis statement
- A concluding paragraph that sums up your answer to the essential question.
- You must include in depth research and explanation of your topic.
- Use formal research paper writing language and format.
- Pictures, tables, and graphics may be included, but they don't count toward the page requirement. These should appear at the end of the paper. You should refer and label them figure 1, figure 2, etc.

Research Paper Requirements:

Your paper will be broken up into three chapters and must include the following elements:
(be sure to title your chapters specifically for your topic)

Chapter 1: History of the Topic (2-4 pages)

This section will focus on the origins of your topic and the developments made in the area over time. It is important to know the history (successes and failures) of a topic before you start a creation in that area yourself. You can discuss with your teacher how this will best apply to your topic.

Chapter 2: Current Research (2-4 pages)

This section will focus on the current issues being developed or discussed about your topic. It is important to know the current research of a topic before you start a creation in that area yourself. You can discuss with your teacher how this will best apply to your topic.

Chapter 3: Application to Current Issues/How You Will Use Research/Issues Related to Your Topic (2-4 pages)

This section is a place where you can discuss how the research applies to your uses of the topic in the development of your product, in relation to current uses, or more research you will need to do before creating your product. Explain how your product and research will benefit the community. This section has the most leeway and can be developed by you and your teacher to best fit your topic.

Senior Project Research Paper Outline

Use another page to outline your ideas and plan for your research paper using this format. This will help you in searching for resources and writing out the different chapters. You will discuss with your teacher how this outline applies to your topic.

I. Chapter 1: History of the Topic (2-4 pages)

A. When and where first developed/idea conceived

- B. Developers (first and historically)
- C. Reason for development (why is this needed?)
- D. How was it developed?
- E. How was it used? Has this changed over time? Why?

II. Chapter 2: Current Research (2-4 pages)

A. Where is the topic most popular currently?

- B. Developers (current)
- C. Reason for continued development (why is this still needed?)
- D. How is it currently being developed?
- E. How is it currently used? Has this changed over time? Why?

III. Chapter 3: Application to Current Issues/How You Will Use Research/Issues Related to Your Topic (2-4 pages)

- A. How does the topic apply to current issues in the news?
- B. How will you use your research in the creation of your product?
- C. How will your research help you impact the community?
- D. What related issues will you need to research to create your product? Where will you find this information?

Senior Project Research Paper Reference Guidelines

1. Your paper must be based on a minimum of five relevant sources, two of which can be from the internet. Most of your sources should be more than one or two pages long. Also, the majority of your sources should have named authors. Don't rely too heavily on anonymous web sites.
2. Include at least ten quotes from sources, but do not quote excessively. Also, keep the quoted material brief; in less than four lines.
3. Integrate all quoted material with clear signal phrases, such as:
 In the words of researcher Maurice Hornocker, ". . . ."
 ". . . .," claims CLAW spokesperson Jan Henson.
 ". . . .," writes Henson.
4. Some sample signal verbs are :

acknowledges	comments	endorses
adds	compares	grants
agrees	confirms	illustrates
argues	contends	implies
asserts	declares	insists
believes	denies	notes
claims	disputes	observes
points out	reasons	refutes
rejects	reports	suggests
thinks	writes	

Parenthetical Notation

(See NCS Writer's Guide for complete details)

All quotations and information given by the author must be noted with the author and page number or line number for poetry: (Edwards 38) or (Bradstreet line 25).

Work by one author not named in your text: give the author's last name and the page number in parentheses:

Over several decades Eddie Feigner led a four-man team to many victories over none man teams (Dickson, 1955, p. 101).

Both texts display the Puritan devotion to God: "...But the Lord renewed my strength still and carried me along, that I might see more of His power; yea, so much that I could never have thought of had I not experienced it," (Rowlandson, 1670, p. 24).

Work by one author named in your text: If you mention the author's name in the sentence, give only the page number in parentheses:

According to Paul Dickson, over several decades Eddie Feigner led a four-man team to many victories over none man teams (p. 101).

While both texts display the Puritan devotion to God, Rowlandson clearly connects her belief to her experiences: "But the Lord renewed my strength still and carried me along, that I might see more of His power; yea, so much that I could never have thought of had I not experienced it," (p. 24).

A work with two authors: When written in the text, two authors' names are connected by "and." In a parenthetical citation, they are connected by ampersand, "&."

West and Modlin (1987) demonstrate hidden messages appear in many word problems.

One study (West & Modlin, 1987) demonstrates hidden messages appear in many word problems.

An anonymous work: use the first two or three words of the title in place of the author's name and place quotation marks around the title.

One article ("Math is Great," 1986) noted that high school students may need additional math problems over summer vacation.

One or two more works by the same authors: If the reference list includes two or more works by the same authors *in the same year*, should be lettered (a, b, c....) in the works cited.

Most students begin to use metaphors in their speech in all of their classes, due to their love of literary terms (Bariel, 1961).

Two or more works by different authors: List sources in alphabetical order, by author’s name and insert a semicolon between sources.

Two studies(Bariel, 1999; Perkins& Gray, 2000) found that periodic readings of poetry in high school English classes soothes students and motivates them to work.

An electric source: can be cited as printed sources using the author’s last name and the publication date. When quoting or paraphrasing, sources that number the paragraphs, cite the paragraph instead of the page number, substituting “par.” or “pars.” for “p.” or “pp.”

Wilberg and Moon (2001) did not expect the “clamorous bruhaha” over the five day lecture series on note taking over the centuries (par. 11).

Research Hints

Plagiarism: Failing to give credit to an outside source for ideas or information is plagiarism. Here is a simple test to determine if something is plagiarized: Ask yourself, “Is this information, idea, or statement common knowledge?” If the answer is no, then ask yourself, “Did this information come from a source outside of myself, or from my own creativity?” If it is from an outside source, you must credit that source, or you are committing plagiarism.

Finding and Prioritizing Sources:

There are two basic kinds of information sources. A **primary source** gives firsthand information. **Secondary sources** provide interpretations of, explanations of, and comments made on material from other sources.

Primary Sources	letters, journals, diaries, original manuscripts, questionnaires, interviews
Secondary Sources	encyclopedias, textbooks, newspapers, magazines, biographies, and other nonfiction books

Evaluating Sources:

Not all sources are valuable. Ask yourself the following questions to evaluate each source you find.

- Is the source up-to-date? The more recent the source, the better.
- Is the source reliable? Is the author from a respected university, business or other institution? Is the author recognized as an expert on your particular subject?
- What are the author’s viewpoint and biases? Does the author seem to have a political, ethnic, gender, or other bias? How might it affect his/her objectivity?

Using a variety of sources will make your report more interesting. It is vitally important that your facts be correct.

Making Bibliography Cards:

Skim your sources to see which ones you might use for your report. If a source seems at all useful, record all relevant information on your source cards. Write down all information needed for your works cited list (see yellow works cited sheet). Writing this information down correctly as soon as you find the source will save you hours trying to track down a book when you are finally typing your works cited page. This is the VOICE OF EXPERIENCE talking.

Example: Book by more than one author

Love, Courtney, and William Shakespeare. <u>The Nirvana in Nirvana’s Music</u> . London: Fictional Press, 2000.	1
796.3568	

Taking Notes:

Review your sources and when you find material that answers your questions, take notes. Good notes are key for crafting a good research report. You should include information paraphrases from your sources, as well as quotations that will support your ideas and make your paper interesting.

5. Write a heading for each source listing the title and subject.
6. Paraphrase important information in your own words.
7. Put direct quotes in quotation marks.
8. Record the page number for each quote or paraphrasing of information.

Paraphrasing:

When you paraphrase, you restate someone else's ideas in your own words. If you use the author's original words or phrases, put them in quotation marks.

Source Quotation:

"Those who came after Whitman would also bring the vernacular of farmers, steel workers, and small – town housewives into literature. Other poets- notably Hart Crane and William Carlos Williams- would base their own epics on that American experience whose dimensions Whitman was the first to explore." (Elements of Literature 329)

Paraphrase of Quotation:

Whitman's use of the common working people's "vernaculars" broke ground for poets that would follow him such as Hart Crane and William Carlos Williams.

Quotations should be used as evidence for statements and arguments in an essay. They display proof of the writer's ideas and theories.

Always be sure to use quotation marks to distinguish quotations from paraphrases. Avoid using a lot of direct quotations (especially lengthy ones) in your report. Include quotations only when sources:

- Express extremely important ideas or facts
- Express ideas in unusually concise language
- Express ideas in lively, original language

Quotation Rules:

- There should not be a space between the “ and the first letter or last punctuation in a quotation. All punctuation for the quote itself should be written within the quotation marks.
Ie: wrong “ You had better have an explanation “!
Ie: right “You had better have an explanation!”
- Each quotation should be explained before or after its placement in the paragraph. NO QUOTATION STANDS ALONE!
- A quotation that has been explained can be its own sentence, set off by a comma, or colon. Don't tell us it is a quotation, the “ ” does that!
Ie: Roy displays his anger by shouting in the play: “You had better have an explanation!”
Ie: Roy has a mistrust of Norma in the play. “Norma, what have you done? What did you say to her?”
Ie: Roy acts irrationally, “Mimsey, I am going to break down this door,” as he tries to force his way upon the women in his life.

The Interview Lesson

Those of you wishing to make the highest grade possible on your research paper should consider getting “primary” information through an interview with someone who has knowledge and expertise in your research area. Often, it is through an interview that you get the most valuable type of information for research. It is imperative that your interview be well planned so that you do not waste the valuable time of your contact, nor fail to ask all of the questions necessary for your research.

BEFORE THE INTERVIEW

- Evaluate your contact to decide if this is the best person to interview for your research. What do you already know about his/her position, background, education, knowledge, and skill? Use resources to find the best contact, including Teachers, parents, neighbors, and business owners.
- Know the purpose of your interview. What is it that you want to learn from this contact? A clear purpose is essential; otherwise your interview will lack focus and will ultimately be a waste of time.
- Call and make an appointment. Write out points to cover before the phone call. Introduce yourself, briefly state the purpose for your call, and explain the reason you want an interview. Tell the contact how much time you will need for the interview and agree upon a mutually convenient date, time and place for the interview. (You will usually be expected to go to the person's place of business.) Take notes and put the interview information in your planner.
- Write out clearly phrased questions reflecting upon the purpose of the interview, which is to gain supporting information for the thesis of your research paper. Organize your questions in a logical fashion and add some additional questions you might ask if your interview ends more quickly than planned. (Perhaps you may want to ask some personal questions about the contact's background, education, family, etc. if there is time.)
- Gather your materials before you leave for the interview: questions clearly typed out, pen, paper and equipment (if you plan to use a laptop or tape recorder).
- Call the day before your interview to confirm your appointment.
- While waiting to meet with your contact, follow these tips:
 - ◆ Be courteous to the receptionist if you are in an office.
 - ◆ Wait quietly while in the waiting room.
 - ◆ Do not read a magazine or book while waiting.
 - ◆ Sit up straight and have a pleasant expression on your face.
- If something unexpected comes up in the contact's schedule and he/she is not able to meet with you while you are there, be courteous and kind; simply say, “That's fine. I'll be happy to reschedule another time and day.” Reschedule the appointment immediately and know you availability when you arrive.

DURING THE INTERVIEW

- Dress appropriately and be well groomed. Remember, this is a business call, not a chat with friends.
- Be punctual! Get to the interview about 10 minutes early to allow yourself time to gather your thoughts.
- Introduce yourself in a professional manner: stand up, firm handshake, pleasant expression, and solid eye contact. State who you are by first and last name and thank him/her for taking the time to meet with you.
- Review once again the purpose of the interview. State the amount of time that your interview will take . . . and stick to that time!
- If using a tape recorder, be sure to ask permission first. NEVER secretly record an interview.
- Stay on task! Be polite, but do not allow the interview to wander away from your predetermined agenda.
- Listen during the interview for possible leads for interesting information and be prepared to formulate new questions based on the contact's responses. Do NOT blindly follow your planned questions, especially if the contact has already covered the information in a previous answer. LISTEN, THINK, REACT!
- Ask for clarification if you do not understand a response. Do not be embarrassed to ask the contact to repeat an answer if you did not hear the response the first time. Take time to be correct in note taking, even reading back statements for verification. Ask for help with spelling, especially with names mentioned, including the contact's name. Do not be embarrassed to ask for respellings if you are still not

certain of accuracy. Your contact will appreciate your diligence in getting the information down correctly.

- Be sure that you leave the interview with **at least one direct quote** that you can use for your research paper!
- Honor “off the record” remarks. If the contact does NOT want certain information he/she has mentioned to be included in your paper, respect that request. Integrity is important.
- Phrase questions so as to generate an in-depth response. These would be questions that start with the words who, what, where, when, why, and how. Avoid questions that could be answered with a “Yes” or “No,” as such answers cannot be incorporated into your paper in any meaningful way.

Interview Question Leads / Suggestions

1	How are you involved with? ...
2	What is basic to know about? ...
3	How long have you . . . ?
4	Who else has . . . ?
5	Where did you learn . . . ?
6	What is most challenging about . . . ?
7	What do you enjoy about . . . ?
8	What is next in terms of . . . ?
9	If you could change one thing about . . . ?
10	How do you envision the future of . . . ?

AFTER THE INTERVIEW

- Write a **thank-you note or letter** to the contact. Mention what was helpful about the interview. Do this within a day or two of the interview...**WITHOUT FAIL!**
- Review your notes as soon after the interview as possible, and add information that you recall.
- Consolidate information; prune information that is not useful for your paper.
- Be careful that direct quotes are accurately recorded.
- If in doubt about a specific comment or spelling, call the contact again for clarification. Check over all your notes so that you can clarify all questionable items with one call.
- Make a list of additional resources you may have uncovered during the interview.

Senior Project Research Paper Rubric

Content Sections:

Thesis Statement: _____ X 2 = /10

5. Excellent thesis. Thesis statement addresses the paper topic and is very clear, well-stated and logical.
4. Very good thesis. Thesis statement addresses the paper topic and is clear and logical.
3. Thesis is okay, but not great (yet). Thesis statement exists and somewhat addresses the paper topic.
2. Thesis needs a lot of work. Thesis does not address the paper topic
1. Very little effort shown. Paper appears “thrown together.” Lacking thesis statement

Addressed the Essential Research Topic in Chapter 1: _____ X 4 = /20

5. Excellent answer. Paper addresses all aspects of the topic with logical analysis, explanation, and research.
4. Very good answer. Paper addresses all aspects of the topic with some analysis and research.
3. Answer is okay, but not great (yet). Paper addresses some aspects of the topic with some and research.
2. Answer needs a lot of work. Paper answers a portion of the topic with little or no research.
1. Very little effort shown. Paper appears “thrown together.” Lacking an answer to the question.

Addressed the Essential Research Topic in Chapter 2: _____ X 4 = /20

5. Excellent answer. Paper addresses all aspects of the topic with logical analysis, explanation, and research.
4. Very good answer. Paper addresses all aspects of the topic with some analysis and research.
3. Answer is okay, but not great (yet). Paper addresses some aspects of the topic with some and research.
2. Answer needs a lot of work. Paper answers a portion of the topic with little or no research.
1. Very little effort shown. Paper appears “thrown together.” Lacking an answer to the question.

Addressed the Essential Research Topic in Chapter 3: _____ X 4 = /20

5. Excellent answer. Paper addresses all aspects of the topic with logical analysis, explanation, and research.
4. Very good answer. Paper addresses all aspects of the topic with some analysis and research.
3. Answer is okay, but not great (yet). Paper addresses some aspects of the topic with some and research.
2. Answer needs a lot of work. Paper answers a portion of the topic with little or no research.
1. Very little effort shown. Paper appears “thrown together.” Lacking an answer to the question.

Statements /Support: _____ X 3 = /15

5. Excellent Support. Arguments are very clearly made, with numerous specific examples, which are very descriptive and appropriate for the argument made.
4. Very good support. Arguments are clearly made, with several specific examples, which are descriptive and appropriate for the argument made.
3. Support is okay, but not great (yet). Arguments are somewhat clearly made. Examples are given to back up arguments, but need to be more specific and descriptive.
2. Support needs a lot of work. . Arguments, quotations, and examples are confusing and/or are not backed up with description.
1. Very little effort shown. Essay appears not to have support for statements.

Parenthetical Notation Use: _____ X 2 = /10

5. Paper includes borrowed ideas and quotations, which are properly identified.
4. Paper includes borrowed ideas and quotations, which are mostly properly identified, with a few mistakes.
3. Paper includes borrowed ideas and quotations, which are somewhat properly identified, with many mistakes
2. Paper includes borrowed ideas and quotations, which are rarely properly identified.
1. Paper includes borrowed ideas and quotations, which are not properly identified.

Quotation Use: _____ X 2 = /10

5. Paper includes 5 or more quotations, which are properly identified, well explained and incorporated smoothly into the writing.
4. Paper includes 4 quotations, which are properly identified and incorporated smoothly into the writing.
3. Paper includes 3 quotations, which are identified and incorporated somewhat smoothly into the writing. (Quotes may be “plopped in” without much explanation.)
2. Paper includes 1-2 quotation, which may not be identified and/or creates a “choppy” effect in the writing. Quote is “plopped in” without explanation.

1. Paper attempts to include a quotation, but it makes no sense, is not identified, and/or is not explained.

Conclusion:

_____ X 4 = /20

- 5. Excellent conclusion. Conclusion addresses the paper topic and is very clear, well-stated and logical and includes a restatement of the thesis.
- 4. Very good conclusion. Conclusion addresses the paper topic and is clear and logical and includes a restatement of the thesis.
- 3. Conclusion is okay, but not great (yet). Conclusion exists and somewhat addresses the paper topic with a mention of the thesis.
- 2. Conclusion needs a lot of work. Conclusion does not address the paper topic and lacks a restatement of the thesis.
- 1. Very little effort shown. Paper appears “thrown together.” Lacking conclusion.

Technique Sections

Length:

_____ X 1 = /5

- 5. Essay is 7 pages or more in length.
- 4. Essay is 6 pages in length.
- 3. Essay is 5 pages in length.
- 2. Essay is 4pages in length.
- 1. Essay is 3 pages in length.

Sources:

_____ X 1 = /5

- 5. Paper has 5 sources or more (3 non internet sources).
- 4. Paper has 4 sources (3 non internet sources)..
- 3. Paper has 3 sources.
- 2. Paper has 2 sources.
- 1. Paper has 1 source.

Grammar/Mechanics:

_____ X 2 = /10

- 5. Excellent. Virtually no problems with run-ons, fragments, capitalization, use of quotations, spelling, grammar, etc.
- 4. Very good. Just a couple of minor problems with run-ons, fragments, capitalization, use of quotations, spelling, sentence structure or grammar usage.
- 3. Needs work. Includes several problems such as run-on sentences, fragment sentences, several instances of capitalization misuse, spelling, use of quotations, sentence structure, and/or grammar usage.
- 2. Needs lots of work. Problems with above mentioned areas prevent reader from understanding the story.
- 9. Essay is written in another language.

Format of Works Cited Page:

_____ / 20

- Listed source alphabetically by last name of author. ___/3
- Wrote order of citation correctly. ___/3
- Included all elements of each citation. ___/3
- Indented second line of each entry. ___/3
- Used capitalization correctly. ___/3
- Used punctuation correctly. ___/3
- Used Works Cited title, centered at top of page. ___/3

Content points: /125

Technique points: /40

Overall Grade /165

Comments:

STUDENT/MENTOR RESPONSIBILITIES

The senior student is responsible for:

- ◆ Securing an appropriate Mentor.
- ◆ Completing and submitting all required Mentor forms.
- ◆ Being prepared and punctual for all appointments with Mentor.
- ◆ Communicating with Mentor, as needed, in a timely manner.
- ◆ Working with the mentor's schedule to meet for assistance.
- ◆ Spending a minimum of **10 contact hours** with the Mentor.

Mentor qualifications:

- ◆ Cannot be a member of the student's family.
- ◆ Must be an adult (at least 21 years of age).
- ◆ Must be an expert or professional in the field/area of mentoring and creation of product.
- ◆ Cannot be a faculty member of Natomas Charter School.

A Senior Project Mentor is responsible for:

- ◆ Mentors are required to meet with the student a minimum of 10 hours over the course of the project (December-April).
- ◆ Mentors are required to assist students in planning out their product creation and timeline.
- ◆ Mentors are responsible for signing the Mentor Log Sheet every time they meet (students are responsible for bring this to each meeting and filling it out).
- ◆ Mentors are responsible for giving instruction, constructive criticism, and assistance in the creation of the product.
- ◆ Mentors are responsible for **evaluating the finished product in person and filling out the evaluation form and returning it to the school** within a week of the product's completion (by fax or mail). This is factored into their grade on the product- we need your expertise to assist us in the proper grading of their work.

Suggested resources I can use to find a mentor:

- ◆ Family members
- ◆ Friends of family
- ◆ Friend's and their family members
- ◆ Natomas Charter School staff and your Teachers
- ◆ Other educational facilities
- ◆ Employers and co-workers
- ◆ Associates through religious, civic /community, or athletic organizations
- ◆ Community businesses
- ◆ Professional organizations
- ◆ Newspapers

How to make the initial mentor contact:

- ◆ A mutual friend or acquaintance may make the initial contact for you
- ◆ Telephone (be prepared to leave an appropriate voice mail message)
- ◆ Letter
- ◆ E-mail

Natomas Charter School's Expected School Learning Results (ESLRs)

Natomas Charter School works to meet the needs of all students and to assist them in meeting the following expectations. All NCS students are expected to ...

- A. Have the knowledge of and ability to demonstrate basic skills in reading, writing, and speaking and the ability to understand and express ideas about important human issues through literature and writing.
- B. Have experience in the major strands of mathematical learning including a repertoire of problem solving approaches, basic computation skills and real life correlations.
- C. Have knowledge of the interactions and contributions of various cultures, the themes of geography, and the values that constitute the basis of our society.
- D. Have basic understanding of technology and its applications in and outside of the classroom.
- E. Possess a knowledge of science and its applications in the real world, including scientific methods of inquiry, the philosophy of science, and a basic core of knowledge in the major strands of scientific thought.
- F. Have exposure to and appreciation of the visual and performing arts, and the acquisition of the skills necessary to understand and participate in them.
- G. Possess an understanding that a healthy lifestyle, physical fitness, and nutrition contribute to one's well-being.
- H. Participate in continued and active "real-life" learning (e.g. job shadowing, community service, hands-on-curriculum, and field studies).

Your task this year will be to contemplate each of these ESLRs and write a **one page statement** about your understandings and development in these areas. The final drafts of these will be included in your portfolio. Include the following in your statements:

- State the ESLR at the top of the page.
- Describe what the ESLR means to you . (10 points)
- Describe how you have achieved proficiency in this ESLR. (10 points)
- Describe any assignments, classes, experiences, or life events that demonstrate your learning in this area. You should use specific details in this section. (10 points)
- Describe your growth in this area in your high school years. (10 Points)
- Describe how your knowledge will impact you and your future actions. (10 points)

50 points possible for each one!

GENERAL RÉSUMÉ GUIDELINES

A résumé is a record of your accomplishments, written with the hopes of gaining employment or a position in an organization. It is an ever-changing document, which gets updated as you gain skills, experience and abilities; earn honors and accomplishments; reach milestones. Your resume should be an honest, well-organized presentation of YOU.

Although a résumé can take several forms, the contents remain relatively the same; your teacher will specify the format for you to follow. Keep these few rules in mind to assure that you make a good impression on paper.

DO

- Keep your résumé limited to a single page; and keep it simple.
- Keep sentences brief – under 12 words.
- Do not write in paragraphs.
- Use simple, everyday language (no slang).
- Be specific; give examples.
- Stress achievements.
- Be honest; don't exaggerate.
- Don't list personal references.
- Don't mention salary or wages.
- Use standard 8.5 x 11 paper.
- Keep a one-inch margin on all four sides of the page.
- Use a word processor (computer).
- Avoid fancy type such as outline, shadow, script, or other difficult-to-read styles.
- Double space between sections.
- **Bold**, Underline or CAPITALIZE section headings to make them stand out.
- Use single space within sections.
- Use bullet dots (•) or an asterisk (*) at the beginning of each entry to separate one item from another and to
Planner the reader's eye into the sentence.
- Proofread carefully for spelling and grammar.
- Buy quality photocopies. Choose white, ivory, or gray paper. Avoid flashy papers.

DON'T

- Don't clutter your résumé with unnecessary items. A résumé is NOT an autobiography.
- Don't be unique or fancy. Just keep it straightforward and simple.

Look at the following examples of resumes, but create a resume that depicts your skills, qualities, and person.

SAMPLE CHRONOLOGICAL STUDENT RÉSUMÉ

Adapted from the *Résumé Workbook for High School Students*
<http://www.damngood.com/catalog/exmpl/student-2.html>

NCS ILP SENIOR
4600 Blackrock Drive
Sacramento, CA 95835
(916) 928-5343

OBJECTIVE

Position as Peer Counselor, with focus on developing a bridge for students of different cultures.

SUMMARY

- Top-notch student experienced in dealing with a wide range of cultures.
- Unique combination of expertise in working with the community and with professional groups.
- Dynamic leader and team-builder, consistently motivating others to succeed.

EXPERIENCE AND ACCOMPLISHMENTS

1998-present Assistant Counselor - CENTER FOR NEW AMERICANS, Sacramento, CA

- Plan and coordinate peer counseling workshops for junior high school students;
- Cross-cultural translation and interpretation for County Mental Health, and Department of Social Services;
- Counsel cross-cultural girls between the ages of 12-19 from the New American Girls Program;
- Run two peer support groups for teens in the New American Girls Program.

2002-present President - FUTURE BUSINESS LEADERS OF AMERICA, Natomas Charter School Individualized Learning Program Chapter.

2001-2002 Secretary - FUTURE BUSINESS LEADERS OF AMERICA, Natomas Charter School Individualized Learning Program Chapter.

2001 Tutor - LEARNING LINKS, Natomas Charter School Individualized Learning Program

- Tutored students in algebra, geometry and biology.

EDUCATION

Natomas Charter School Individualized Learning Program, Sacramento, CA; currently a senior, GPA 4.0.

SAMPLE SKILL-BASED STUDENT RÉSUMÉ

**Natomas Charter ILP
4600 Blackrock Drive
Sacramento, CA 95835
(770) 509-6138**

OBJECTIVE

An entry-level position in the medical field.

EDUCATION

Natomas Charter School Individualized Learning Program, Sacramento, CA
Class of 2003
3.5/4.0 GPA

ACHIEVEMENTS

Student Council Secretary, 12th Grade
JROTC Awards, 11-12th Grades
Drill Competition, 11-12th Grades

SKILLS

Typing, 35 wpm
Word Processing, Macintosh
Computer Literacy, IBM

EXPERIENCE

Candy Striper, UC David Medical Center, Sacramento, CA - June 2001 to present
Helping patients and delivering documents and items in hospital,

The GAP, Arden Fair Mall Shopping Center, Sacramento, CA – June-August 2000
Ran the cash register and cooked

Babysitter, Anderson family, Sacramento, CA- January-July 1999
Watched, cooked for, and helped children with homework

INTERESTS

Working, Reading, Typing, Music

References available upon request

PROCLAMATION POSTER

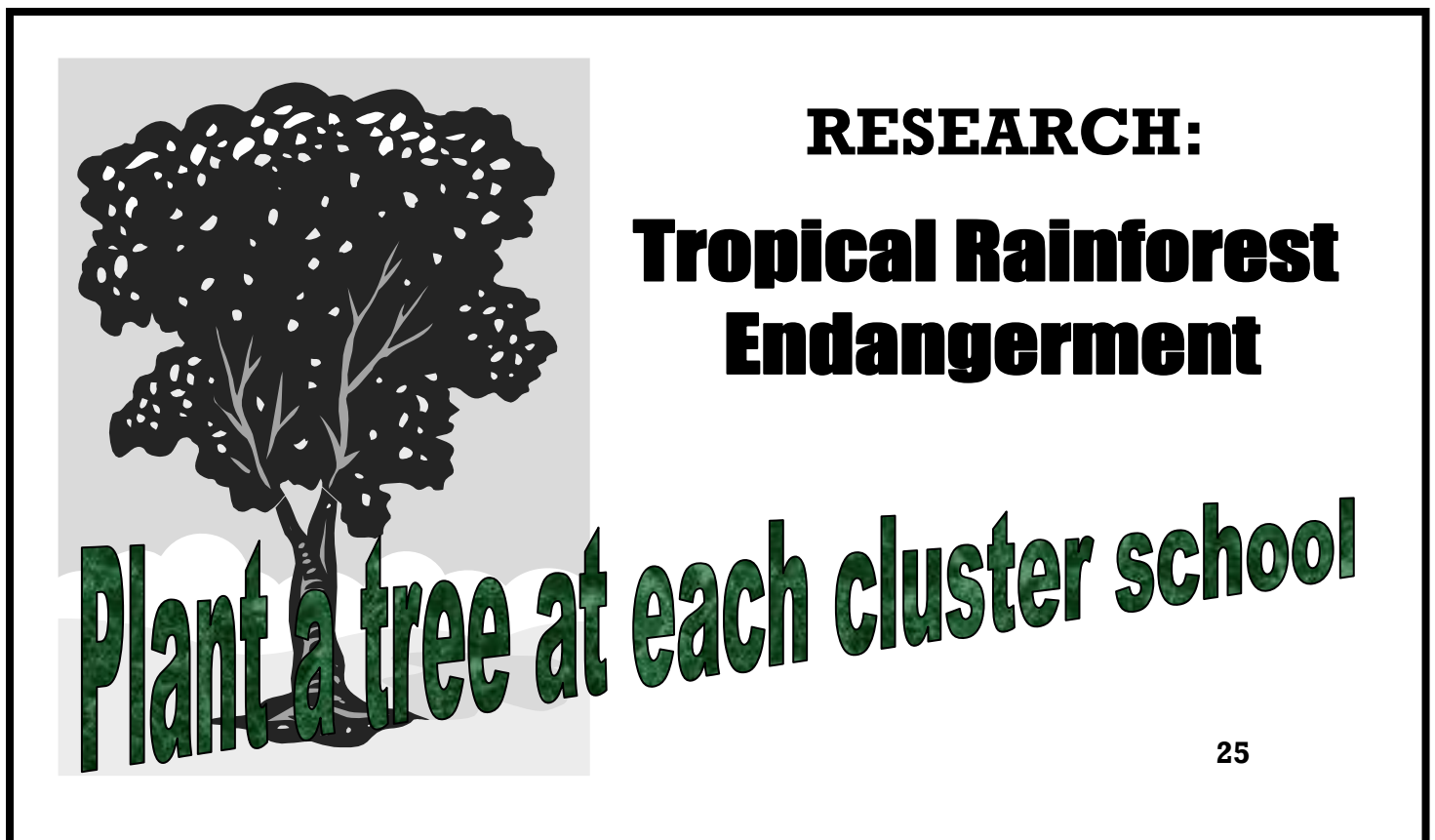
Once you have created a product, it's time to proclaim your product and research to the rest of the school. You will do this with a **Proclamation Poster**, which can eventually serve as the cover for your portfolio.

The **PROCLAMATION POSTER** must follow the following Guidelines:

- It must be **8 ½ x 11** in size (so that it can slide into your portfolio cover and so that it will be consistent with other posters).
- It must contain the following information
 - Your Name
 - Research Paper Topic
 - Product you developed, demonstrated, or created
 - A graphic or picture related to your product
 - Display creativity and clearly show your product/topic
- It may be made on the computer (with any program you wish) or you may do it freehand. If it is 3-dimensional, you'll have to make a photocopy or drawing of it so that it can fit into your portfolio

The posters will be displayed in the ILP office for others to see, so plan the layout and make it visually appealing. Make it a creative, worthwhile endeavor.

Here is a very simple example of what a Proclamation Poster might look like.



WRITE A THANK-YOU NOTE TO YOUR MENTOR!

Your mentor has spent many hours helping you through your product, so it is important that you express your thanks. Rather than purchase a card-shop thank-you note, take the time to write a personal note; or write a thank-you letter. Your teacher will clarify which method is appropriate in your weekly meeting, and will ask you to turn in your thank-you for checking, with a stamped, addressed envelope. A copy of the thank-you should be included in your portfolio. Here are some Guidelines to follow:

1. Start your thank-you with Dear _____ ,
2. **Be sure to include mention of what you are thanking your mentor for.** A statement beginning with, "I want to thank you for all of the hours you spent helping me carve my walking stick," or "I want to thank you for allowing me into your classroom to observe and help the children develop their reading skills." Express your thanks simply and directly.
3. **Next, include a line or two to say specifically what you appreciate about your mentor:** a specific quality, feature, or action would be appropriate. "You were always there when I needed you, and you always seemed happy to see me when I arrived for our sessions," or "Your skill on the guitar was an inspiration to me throughout each of my lessons," or "You had such great patience with me, even when I made really big mistakes." Just be sure that you are honest in your comments.
4. **Finally, you should end the note with a general statement** such as, "You have really made a difference in my life, and for that I am truly grateful," or "My Senior Project would not have turned out so well without your help," or "You have really opened my eyes to how helpful an adult can be," or "I hope that you will continue to mentor young people, because you have so much to offer."
5. **Some further thoughts:**
 - ◆ Be sure to **close the note** with a word or phrase such as "Sincerely," or "With gratitude," and then **sign your name!**
 - ◆ **Whatever you do, never belittle your mentor's help in any way!**
 - ◆ **Make sure your mentor's last impression of you is a good one!**

PORTFOLIO GUIDELINES

Your Portfolio is a physical record and documentation of the work you have done all semester for your Senior Project. It will be placed in your presentation room for your judges to see the day of your presentation. As the judges look through your portfolio, they will get a clear idea of the scope of your work and the effort you have put forth.

Each student is responsible for neatly completing all required items and including them in their portfolio. Most students find that the best method for keeping work clean and for later assembling their portfolio is the use of sheet protectors. Do not wait until the end of the semester to purchase sheet protectors or to begin assembling your portfolio. The more effort you put into regular maintenance of the portfolio, the easier the final assemblage will be, and the less stressed you will be.

Be creative as you put your portfolio together. Although all required items must be included (see the Portfolio Checklist), there is room for your personal style and voice to be demonstrated. Bind the portfolio creatively, decorate the cover, include personal touches, and make it something you will be proud of. Include photographs of your product work, receipts, and anything else that document what you have done.

The **Outside Cover** of the Portfolio should clearly show:

- Your name
- Your Topic/Product

The **first page** of your portfolio should be a **Title Page** containing:

- Your Name
- Your Teacher's name
- The title of your research paper and the name of your product
- The date

PORTFOLIO CHECKLIST

Items are not necessarily done in the order in which they are listed.

Items should be fully completed and signed where appropriate. Keep items neatly in your portfolio as you complete them. Your Portfolio is your record of your Senior Project. This is a very important part of your presentation; make it look professional and interesting!

✓	ITEM
	Title Page
	Table of Contents
	Letter to the Judges
	Topic Proposal and Topic Approval Form
	Interest Survey
	Résumé
	Clean copy of Research Paper (without teacher grading marks)
	Proclamation Poster (may serve as portfolio cover)
	Written ESLR Statements (all 8)
	Mentor Log and Work Log
	Copy of Thank-you Letter to Mentor
	Weekly Journals
	Additional material collected by student, including photographs of product evolution, interview questions and notes, names of people contacted, plans, outlines, receipts, journal notes, etc.

PORTFOLIO RUBRIC

In order for the portfolio to receive a grade, the student must

- complete a proposal, research paper, product, and reflective essay
- fulfill the mentor requirement
 - Mentor verified
 - 10 hour minimum contact hours completed
- give a presentation before the panel of judges using the portfolio

Most of the individual components of the portfolio have already received grades from your Teacher (i.e. research paper, proposal, letter to the judges, resume, etc.). The final portfolio grade is an indication of your efforts to keep up with your materials and to display them professionally, attractively, and proudly. (Portfolios will be graded prior to presentations to ensure completion)

	Exceptional		Commendable		Proficient		Unacceptable	
Completeness	All required elements are included and completed in full	55	One required item is missing or insufficiently completed	50	Two required items are missing or insufficiently completed	40	Three or more required items are missing or insufficiently completed	0
Quality of responses	All responses and entries are elaborate and error free	15	Responses lack elaboration but are adequate and relatively error free	10	Responses are minimal; several mechanical/spelling errors appear	5	Many responses lack elaboration; errors appear throughout the portfolio	0
Appearance	Appropriate elements of the portfolio are typed and are professional in appearance	15	Portfolio is neatly typed and pages are clean and unsmudged – but portfolio lacks a truly professional appearance	10	Portfolio is assembled with little effort toward excellence but is neat and typed	5	No effort shown to make the portfolio professional in appearance; some pages crumpled or smudged; handwritten sections	0
Personal pride and effort	Student's care is obvious throughout; great effort shown in assembly of portfolio with creativity apparent in added graphics, etc.	15	Portfolio is well done, but little effort is shown to make it an item of excellence with added personal touches	10	Portfolio is without outstanding merit and is done merely to fulfill the requirement; little reflection of student's individuality	5	Portfolio shows a decided lack effort to make the portfolio reflect pride in its completion	0

TOTAL POINTS _____ / 100

LETTER to the JUDGES FORMAT

The Letter to the Judges should be the first page of your Portfolio following your Table of Contents. It is written toward the end of the second semester, following the completion of your product.

Your Address
Your city, state, zip
The date

Dear Judges:

Paragraph 1: Discuss your personal background and family life as they relate to your Senior Project. Tell the judges something about your accomplishments and challenges during your high school years. Help them get to know you.

Paragraph 2: Explain why you chose your particular research topic and the ultimate product you spent time preparing. Discuss the easiest and hardest parts of Senior Project for you. Tell about the assistance you got from your mentor and others.

Paragraph 3: Tell the judges what you learned from doing Senior Project. What skills did you gain from doing it? What lessons (positive and negative) did you learn? What would you advise future students as they approach their Senior Project year?

Paragraph 4: Thank the judges for taking the time to look at your portfolio and to hear your presentation.

Sincerely,

Signature

Your Name

PLANNING A PRESENTATION

Three areas of consideration for your presentation should be

- I. Visual
- II. Content / Talking Points
- III. Delivery & Appearance

I. VISUAL

1. The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.
2. The visual should focus on “substance,” not “show.” Since it functions to help both you and the audience, it should not in itself be distracting, nor should it take attention away from you.
3. The visual should be an outline of your talking points, and could be in any number of forms including (but not limited to):
 - a. a flip-chart outline (minimal text)
 - b. overhead transparencies (again, minimal text)
 - c. a hand-out to be given to the judges, to help them follow your speech.
 - d. a poster
 - e. a PowerPoint presentation (limited in number of slides, with minimal text on each slide). When using PowerPoint, care must be taken:
 - Student must be very familiar with the program so as to use it with ease during the presentation
 - Reliance on computers carries a risk of their breakdown during the presentation and incompatibility problems with transfer of data
 - PowerPoint visuals must not distract from the speech itself
4. A secondary visual may include photographs, a video, a demonstration of a skill, or the showing of a tangible product. However, these items--if used-- would further enhance your outline, and would not substitute for it. Your speaking time, regardless of visuals, must be 8 minutes.
5. Be aware that any type of technology used in your presentation (TV, computer, overhead) may fail, so that reliance on such a visual should be minimal.

II. CONTENT

The speech you give should follow this general organizational scheme:

{

Tell them what you're going to tell them
Then, tell them
Then, then tell them what you told them

1. Your speech should attempt to anticipate questions that might be asked about your Senior Project, and to answer those questions before they are asked. Certain questions should be answered by ALL presenters; other questions depend upon your particular Senior Project.
 - a. Questions to be answered by all presenters:
 - Why did you pick this topic for your research?
 - What did you hope to gain by researching this topic?
 - What DID you gain from your research?
 - How did you tie in your product to your research topic?
 - What was your “stretch” in doing this particular product?
 - What role did your mentor play in your product? Explain the process you went through in doing your product.
 - What challenges did you face in doing your Senior Project?
 - What were the benefits you derived from doing this project?
 - How did you impact the community?
 - What costs did you encounter?
 - b. Considerations for presenters with specialized topics
 - Be certain to define any technical or important terms for your audience.
 - What equipment did you need for doing the product?

- What components made up this particular product that the audience should know?
 - Discuss the benefits of your product or the attributes that attracted/helped you.
2. Imagine being in the audience for your presentation. Address those points that would be confusing or unusual, so that the audience fully understands your topic, your challenges, your triumphs, and your achievements.

III. DELIVERY & APPEARANCE

1. Delivery

- Note cards may be used, but they should not be read; use your visual outline as you proceed through your presentation (by pointing to items as you speak)
- Feel free to walk around a bit, within a defined area
- Use your hands to gesture for emphasis if you are comfortable enough to do so
- Use voice inflection and repetition to highlight important points and to keep interest
- Make eye-contact with all of the judges -- not just one
- Face the audience at all times! Do not turn your back on your audience to look at a TV screen or an overhead projection.

2. Appearance

- You should be clean and well-groomed
- Your clothes should represent your respect for your audience
- You should remove face rings and distracting jewelry, unless they are an integral part of your presentation
- Your mannerisms should not be distracting to the audience.

Senior Project Presentation Outline

- I. Introduce yourself and your topic.
 - a. Explain why you chose the topic
- II. Describe in detail what you learned from your research for your paper
- III. Describe what you learned from creating your product
 - a. Describe what you learned from the process of making the product.
 - b. Describe how your product impacted the community
- IV. Explain who your mentor was, how they were related to your topic and how they helped you.
- V. Reflect on what you learned from doing the whole project about yourself.
- VI. Ask if there are any questions.

Be sure to have the following things:

Visual aides (video, pictures, posters, Powerpoint presentations etc.)

Your product or evidence of it (video, pictures, etc.)

Your portfolio (ready to pass around)

A smile ☺

Helpful Hints:

Review the presentation suggestions on pages in the Senior Project Handbook. You may even go over your presentation ideas with your advisor.

Practice, practice, practice. The more times you practice the whole speech with all your visual aides, the more prepared, relaxed and wonderful your presentation will be on the big day.

GOOD LUCK! ☺

FURTHER SUGGESTIONS FOR YOUR PRESENTATION

From Toastmasters International *Better Speaker Series*

Requirements: The student is required to present an eight to ten minute speech with visual aids before a panel of judges. He or she should wear appropriate business attire. Students should avoid dressing as they would for a party or date.

Planning the Speech: The student should complete an outline to help organize the speech. It will help to write the main points of the speech on note cards and use those cards when practicing. Sufficient practice is the key to a good speech. Students should time the speech when practicing so they know the time limit is acceptable. Delivery techniques include: 1) Speak slowly and clearly, 2) Know the material, 3) Make frequent eye contact with the judges and 4) Do not read.

Organizing Your Speech

<p>Start With a Formula</p> <ol style="list-style-type: none"> 1) Tell them what you're going to tell them. 2) Tell them. 3) Tell them what you've told them. <p>Basic Speech Outline</p> <ol style="list-style-type: none"> 1) The Introduction 2) The Body <ol style="list-style-type: none"> a) Main ideas or points b) Supporting Material 3) The Conclusion <p>Begin in the Middle</p> <ol style="list-style-type: none"> 1) List key points 2) Arrange them in order 3) Expand those points 4) Develop an introduction 5) Develop a close <p>Successful Speech Openings</p> <ol style="list-style-type: none"> 1) Get attention 2) Introduce the topic 3) Establish rapport 	<p>Some Opening Techniques</p> <ol style="list-style-type: none"> 1) State importance of topic 2) Startle the audience 3) Arouse suspense/curiosity 4) Tell a story 5) Ask a rhetorical question 6) Begin with a quotation 7) Reference the occasion <p>Successful Speech Conclusions</p> <ol style="list-style-type: none"> 1) Achieve closure 2) Summarize main points 3) Make an impact 4) Take five to ten percent of speech time <p>Some Closing Techniques</p> <ol style="list-style-type: none"> 1) Use a quotation 2) Tell a story 3) Call for action 4) Ask a rhetorical question 5) Refer to the beginning 6) Repeat main points
--	--

Natomas Charter School Individualized Learning Program Senior Project Presentation Score Sheet

Student Name _____

Panel Member ID _____

Date _____

Time _____

Scoring: 5 = Excellent 4 = Very Good 3 = Adequate 2 = Inadequate 1 = Poor
(Suggested pass score should be 30 points or higher)

Presentation	
Organization	
Visual Aids	
Delivery	
Appearance	
Content	
Clarity	
Description of Research	
Description of Product/Service	
Description of Mentor Assistance	
Reflection on Project	
Portfolio	
Total Score	

RECOMMENDATION:

PASS

NO PASS

COMMENTS:

Senior Project Reflective Essay

The essay should be a coherent reflection of your process, research, and resulting product. The reflection should be a formal essay written in complete sentences and paragraph format that displays your best writing ability. The expectations for this reflective essay are outlined below. This is a chance for you to reflect on what you could have done differently, the same, or how you could improve the topic, product, research, time scheduling, or your process.

Required Topics:

- Short description of your research topic and product
- What you learned from the research
- What you learned from making your product and interacting with the community
- What you learned about yourself
- How you could have improved the project
- Display of thoughtful analysis of the work completed
- Reflection on presentation (i.e. How did it go? What would you change next year?)

You may want to consider the following questions when writing your essay:

1. Describe your topic and product **IN DETAIL**:
2. How many total hours did you spend on your product?
3. What date did you start? What date did you finish?
4. What materials did you use?
5. How much did you spend on your product?
6. List the names of the people you contacted for assistance on this product.
7. What are three things you learned from working on this product?
8. How do you feel that your product will compare with others?
9. What problems did you encounter in doing this product? How did you overcome them?
10. Did your product turn out the way you planned? If not, why?
11. What would you do differently, if you could start all over?
12. What is the most important skill you have acquired during the product phase?
13. What did you learn about yourself?
14. Describe very specifically how you endeavored to make your product the very best quality you could.
15. What numerical grade do you think you deserve?
16. Justify this grade in fifty words or more.

FORMS PACKET

**Please cut the forms from the back of this packet
when needed to turn them in to your teacher.**

CONSEQUENCES of FAILURE to MEET DEADLINES

One of the most important skills that the Senior Project teaches is time-management. By breaking up the components into required deadlines, students will learn how to take a semester project and tackle it in manageable segments. This is a vital skill both for college and for the workplace.

Students must also learn to meet deadlines. If a deadline is not met, consequences will follow as outlined below. Students **MUST** do each of the following components in the order in which they are assigned. Since **each component of the Senior Project must be completed before the next component is begun**, it is vital that students complete assignments on time.

Deadlines for due dates have been set by the Senior Project Teachers. **Failure to meet a deadline will result in a penalty of 10 points (or 10%) for each day late up to 3 days; after the third late day, the final grade on that component will be a zero. Please note, all material for the component must be submitted even if the work is more than three days late (grade = 0) in order to continue with the remainder of the Senior Project.** If a student feels that he/she has a legitimate excuse for being late on a component and should not be penalized, the student will have to address the Senior Project Committee to make a personal appeal. The Senior Project is a mandatory requirement for graduation; failure to complete the project will result in an inability to receive a diploma from Natomas Charter School Individualized Learning Program.

REMEMBER: Failure to complete one or more components of the Senior Project will result in a zero on that component and all components that follow.

Semester 1:

- I. **WEEKLY MEETING CHECK POINTS/HOMEWORK**- 50% of semester grade
These points include all weekly assignments and due dates, check the pacing guide for individual assignments. Late work will be assigned 80% credit and will only be accepted the next week.
- II. **RESEARCH TOPIC PROPOSAL**-10% of semester grade
Your teacher MUST approve both your research topic and your proposal.
Your teacher will break the proposal into required components, including brainstorming, interest survey, parent consent form, a rough draft, and a final draft. Be sure you are aware of all the deadlines and that you meet them.
- III. **RESEARCH PAPER** – 30% of semester grade
Your teacher MUST approve both your research paper and your product.
Your teacher will break the research paper into required components, including a thesis statement, an outline, note-cards, a rough draft, and a final draft. Be sure you are aware of all the deadlines and that you meet them.
- IV. **WORKSHOP ATTENDANCE/PARTICIPATION** – 10% of semester grade
Students are expected to attend all workshops and come prepared with their Senior Project Binder and all current work. Participation and interaction will determine the grade.

Semester 2:

- I. WEEKLY MEETING CHECK POINTS-** 20% of semester grade
These points include all weekly assignments and due dates, check the pacing guide for individual assignments. Late work will be assigned 80% credit and will only be accepted the next week.
- II. PRODUCT** (in conjunction with a legitimate mentor) 30% of semester grade
Students who have been approved for a product must secure a mentor and begin working on their product in the first semester. This is to allow students to have as much time as possible to complete the required 10 contact hours with their mentor. Product may be tangible, or skill-based and all must be service oriented. Students are responsible for displaying intangible products in a tangible way- displaying time, effort and accomplishment of product.
- Mentors will ultimately be responsible for grading students on their product. The mentor evaluation form containing the grade must be mailed or faxed to the school (addressed to your Teacher) by the stipulated deadline. Students are responsible for reminding their mentors to get the evaluation forms returned on time.
- III. PORTFOLIO/ REFLECTIVE ESSAY** -10% of semester grade
Students will keep a portfolio of their semester's work, which will ultimately be graded for completeness by their Teacher. Students **MUST** have completed their research paper, and the school must have received the Mentor Evaluation Form in order for the student to be eligible for a portfolio grade.
- The essay should be a coherent reflection of your process, research, and resulting product. This is a chance for you to reflect on what you could have done differently, the same, or how you could improve the topic, product, research, time scheduling, or your process.
- V. WORKSHOP ATTENDANCE/PARTICIPATION** – 10% of semester grade
Students are expected to attend all workshops and come prepared with their Senior Project Binder and all current work. Participation and interaction will determine the grade. (10% of semester grade)
- IV. PRESENTATION** 30% of semester grade
Students who have successfully completed all three previous components by the deadlines established are eligible to give a presentation.

I understand the above information and agree to accept the consequences for failing to comply with the requirements.

Signature of Student: _____ *Date:* _____

I understand the responsibilities of my son/daughter in submitting materials by the deadlines established and in maintaining academic honesty and integrity.

Signature of Parent: _____ *Date:* _____

INTEREST SURVEY

Use this survey to identify topic areas of interest. Answer the following questions with as much detail as possible:

- 1) Within the next five years, what things do you hope to have accomplished?

- 2) What things would you like to be able to do better?

- 3) What do you wish you had more time for?

- 4) What things would you like to learn more about?

- 5) List experiences you really wish you could have.

- 6) What controversial issues do you feel strongly about?

- 7) What is a profession you think about but have not seriously explored?

- 8) What is one condition you believe needs to be improved?

- 9) What classes have you taken that you really liked?

- 10) What is one handcrafted item you wish you could own?

- 11) What do you wish would happen in your life?

- 12) What goal have you avoided?

- 13) What do you complain about?

- 14) What would you like to get others to do?

- 15) What is unique or special about you?

- 16) What community group do you admire?

- 17) What can't you do, but would like to do?

Name _____

Date _____

**SENIOR PROJECT APPROVAL of
RESEARCH TOPIC/PRODUCT PROPOSAL**

What topic would you like to research? Be sure to limit the topic to a manageable one. Discuss your topic and how it is a learning stretch for you.

Topic: _____

Research Paper Plan: Discuss the specific elements you envision will be covered in your paper (see page 17- Research Paper Guidelines)

Chapter 1 The History: _____

Chapter 2 Current Research: _____

Chapter 3 Application of Research to Product Creation: _____

What product would you like to create on that is connected to your research topic? Give a detailed description below of how you will create it. How will your product impact the community? Product: _____

What expertise will your mentor need to help you create this product?

On my honor, the above information is true and accurate:

Student Signature _____

Action taken:

_____ Research Topic **approved** _____ Product Proposal **approved**

_____ Research Topic **rejected** _____ Product Proposal **rejected**

Approval pending alterations to proposal based on the following suggestions by the senior project committee (student needs to resubmit proposal within 3 days):

Signature of Teacher required: _____ Date _____

Signature of Coordinator required: _____ Date _____

This form should be placed in your portfolio as documentation of approval of your research topic and product.

PARENT CONSENT for SELECTED SENIOR PROJECT

As the parent or guardian of _____, who is a senior enrolled at Natomas Charter School Individualized Learning Program, I am aware that the Senior Project, will comprise 10 credits and is required by Natomas Charter School Individualized Learning Program for graduation. The senior project class will calculate grades in the following manner: Semester 1: proposal will be 20%, weekly meeting checkpoints will be 50%, and the research paper will be 30% of the grade; Semester 2: the weekly meeting check points will be 20%, and the portfolio 10%, reflective essay 10%, product 30%, and presentation will be 30% of the grade.

For the **research component**, my son/daughter has decided upon the following topic:

For the **product** related to this research, my son/daughter is planning to do the following:

My son/daughter estimates that completing this product will involve a cost of approximately \$ _____, and that this is a reasonable expense.

I fully understand that the selection of the product component is a decision made by the staff and the administration of Natomas Charter School Individualized Learning Program. All consequences of the product choice, production, or experience--unless otherwise stated--rest solely with my son/daughter and me. _____ has my permission to complete this product.

I release the school, the school district and its employees from all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the product component that he/she has chosen. I also realize the research and product must present a "learning stretch" -- something that my son/daughter has NOT done before.

Finally, both my son/daughter and I understand that plagiarism is using another author's words or ideas without giving credit. ***I am aware that if my son/daughter plagiarizes any part of the research paper, he/she will receive a zero on the entire paper and will not be allowed to continue with the remaining parts of the Senior Project (This means he/she possibly will not graduate).***

_____ Date _____
 Parent/Guardian signature

Home telephone number: _____ Work telephone number: _____

Email Address: _____ (please print clearly)

_____ Date _____
 Student signature

Parenthetical Notation Practice

Directions: Use the following sources from a works cited page to add parenthetical notation citations for the following sentences. First you need to determine the type of source you are using. Going to the NCS Writer’s Guide (see NCS website) or a MLA guide will help you to do this.

1. Castro, Fidel, *The United States: A History*. Havana: Socialist Press Books, 2001. (used pages 101-102)

In conclusion, the United States “is merely a society that is waiting for the right opportunity to copy Cuba’s fashion styles” ()

2. “NASA Delays Hypersonic Test Flight.” MSNBC News. 16, Nov. 2004. 17, Nov. 2004. <http://www.msnbc.msn.com/id/6490966/>.

The following remarks by a NASA official provide support in the debate: “Troubleshooting on the electronics delayed the flight to the point where it risked missing its narrow launch window for the day, officials said” ()

3. DeWolfe, Elaine. *The Excellence of Beowulf in the Heroic Struggle*. New York: Viking Press, 1999. (used pages 3005-3006)

The heroic character is best exemplified in DeWolfe’s depiction of Grendel: “He was a large hairy looking monster that made heroes want to run, all expect Beowulf” ()

4. Del Monte, Aaron. *Mathematicians Figure Which Figures Best*. Sacramento: Random House Press, 2004. (used pages 5-3000)

According to Del Monte, the best stance to take on figuring out tricky problems is to imagine they are corn mazes that you are stuck in and you need to figure your way out to eat dinner ()

5. Stevenson, Ian. Personal Interview, Sacramento, California, 11, November 2004.

The essence of the concept is best summed up as “to really be successful, one needs many political partners and advocates” ()

6. Igel, Cheryl and Erin Drake. *Helpful Hints for Smiling Students*. San Francisco: Sunshine Press, 2001. (use pages 3-200)

“Always try to be organized and relaxed before your meeting, it keeps you in a good mood and ready for the new week’s work” sums up the gist of the book ()

Senior Project Research Paper Rubric

Content Sections:

Thesis Statement: _____ X 2 = /10

5. Excellent thesis. Thesis statement addresses the paper topic and is very clear, well-stated and logical.
4. Very good thesis. Thesis statement addresses the paper topic and is clear and logical.
3. Thesis is okay, but not great (yet). Thesis statement exists and somewhat addresses the paper topic.
2. Thesis needs a lot of work. Thesis does not address the paper topic
1. Very little effort shown. Paper appears “thrown together.” Lacking thesis statement

Addressed the Essential Research Topic in Chapter 1: _____ X 4 = /20

5. Excellent answer. Paper addresses all aspects of the topic with logical analysis, explanation, and research.
4. Very good answer. Paper addresses all aspects of the topic with some analysis and research.
3. Answer is okay, but not great (yet). Paper addresses some aspects of the topic with some and research.
2. Answer needs a lot of work. Paper answers a portion of the topic with little or no research.
1. Very little effort shown. Paper appears “thrown together.” Lacking an answer to the question.

Addressed the Essential Research Topic in Chapter 2: _____ X 4 = /20

5. Excellent answer. Paper addresses all aspects of the topic with logical analysis, explanation, and research.
4. Very good answer. Paper addresses all aspects of the topic with some analysis and research.
3. Answer is okay, but not great (yet). Paper addresses some aspects of the topic with some and research.
2. Answer needs a lot of work. Paper answers a portion of the topic with little or no research.
1. Very little effort shown. Paper appears “thrown together.” Lacking an answer to the question.

Addressed the Essential Research Topic in Chapter 3: _____ X 4 = /20

5. Excellent answer. Paper addresses all aspects of the topic with logical analysis, explanation, and research.
4. Very good answer. Paper addresses all aspects of the topic with some analysis and research.
3. Answer is okay, but not great (yet). Paper addresses some aspects of the topic with some and research.
2. Answer needs a lot of work. Paper answers a portion of the topic with little or no research.
1. Very little effort shown. Paper appears “thrown together.” Lacking an answer to the question.

Statements /Support: _____ X 3 = /15

5. Excellent Support. Arguments are very clearly made, with numerous specific examples, which are very descriptive and appropriate for the argument made.
4. Very good support. Arguments are clearly made, with several specific examples, which are descriptive and appropriate for the argument made.
3. Support is okay, but not great (yet). Arguments are somewhat clearly made. Examples are given to back up arguments, but need to be more specific and descriptive.
2. Support needs a lot of work. . Arguments, quotations, and examples are confusing and/or are not backed up with description.
1. Very little effort shown. Essay appears not to have support for statements.

Parenthetical Notation Use: _____ X 2 = /10

5. Paper includes borrowed ideas and quotations, which are properly identified.
4. Paper includes borrowed ideas and quotations, which are mostly properly identified, with a few mistakes.
3. Paper includes borrowed ideas and quotations, which are somewhat properly identified, with many mistakes
2. Paper includes borrowed ideas and quotations, which are rarely properly identified.
1. Paper includes borrowed ideas and quotations, which are not properly identified.

Quotation Use: _____ X 2 = /10

5. Paper includes 5 or more quotations, which are properly identified, well explained and incorporated smoothly into the writing.
4. Paper includes 4 quotations, which are properly identified and incorporated smoothly into the writing.
3. Paper includes 3 quotations, which are identified and incorporated somewhat smoothly into the writing. (Quotes may be “plopped in” without much explanation.)

2. Paper includes 1-2 quotation, which may not be identified and/or creates a “choppy” effect in the writing. Quote is “plopped in” without explanation.
1. Paper attempts to include a quotation, but it makes no sense, is not identified, and/or is not explained.

Conclusion:

_____ X 4 = /20

5. Excellent conclusion. Conclusion addresses the paper topic and is very clear, well-stated and logical and includes a restatement of the thesis.
4. Very good conclusion. Conclusion addresses the paper topic and is clear and logical and includes a restatement of the thesis.
3. Conclusion is okay, but not great (yet). Conclusion exists and somewhat addresses the paper topic with a mention of the thesis.
2. Conclusion needs a lot of work. Conclusion does not address the paper topic and lacks a restatement of the thesis.
1. Very little effort shown. Paper appears “thrown together.” Lacking conclusion.

Technique Sections

Length:

_____ X 1 = /5

5. Essay is 7 pages or more in length.
4. Essay is 6 pages in length.
3. Essay is 5 pages in length.
2. Essay is 4pages in length.
1. Essay is 3 pages in length.

Sources:

_____ X 1 = /5

5. Paper has 5 sources or more (3 non internet sources).
4. Paper has 4 sources (3 non internet sources)..
3. Paper has 3 sources.
2. Paper has 2 sources.
1. Paper has 1 source.

Grammar/Mechanics:

_____ X 2 = /10

5. Excellent. Virtually no problems with run-ons, fragments, capitalization, use of quotations, spelling, grammar, etc.
4. Very good. Just a couple of minor problems with run-ons, fragments, capitalization, use of quotations, spelling, sentence structure or grammar usage.
3. Needs work. Includes several problems such as run-on sentences, fragment sentences, several instances of capitalization misuse, spelling, use of quotations, sentence structure, and/or grammar usage.
2. Needs lots of work. Problems with above mentioned areas prevent reader from understanding the story.
10. Essay is written in another language.

Format of Works Cited Page:

_____ / 20

- Listed source alphabetically by last name of author. ___/3
- Wrote order of citation correctly. ___/3
- Included all elements of each citation. ___/3
- Indented second line of each entry. ___/3
- Used capitalization correctly. ___/3
- Used punctuation correctly. ___/3
- Used Works Cited title, centered at top of page. ___/3

Content points: /125

Technique points: /40

Overall Grade /165

Comments:

MENTOR INFORMATION AND AGREEMENT FORM

(To be completed and returned to your Teacher)

Name: _____

Type of Business: _____

Address: _____

Telephone Numbers: Office: _____

Home: _____

Cell: _____

Fax: _____

Email: _____

Best time(s) to be contacted _____

Mentor Agreement to Serve

For Mentor to complete and sign

I agree to serve as a Senior Project Mentor to _____. I will advise and assist with his/her Senior Project *Product* plans to _____

Mentor Signature

Date _____

Parent Approval of Mentor

For Parent to complete and sign

I am aware that _____ will be serving as a Senior Project Mentor for _____, and give my permission for them to meet together for the required ten hours. I understand that these meetings will be scheduled at mutually agreeable times and will take place at _____.

Parent/Guardian Signature

Date _____

MENTOR RESPONSIBILITIES

(Students, please hand out to your mentor at first meeting)

The senior student is responsible for:

- ◆ Securing an appropriate Mentor.
- ◆ Completing and submitting all required Mentor forms.
- ◆ Being prepared and punctual for all appointments with Mentor.
- ◆ Communicating with Mentor, as needed, in a timely manner.
- ◆ Working with the mentor's schedule to meet for assistance.
- ◆ Spending a minimum of **10 contact hours** with the Mentor.

Mentor qualifications:

- ◆ Cannot be a member of the student's family.
- ◆ Must be an adult (at least 21 years of age).
- ◆ Must be an expert or professional in the field/area of mentoring and creation of product.
- ◆ Cannot be a faculty member of Natomas Charter School.

A Senior Project Mentor is responsible for:

- ◆ Mentors are required to meet with the student a minimum of 10 hours over the course of the project (January-April).
- ◆ Mentors are required to assist students in planning out their product creation and timeline.
- ◆ Mentors are responsible for signing the Mentor Log Sheet every time they meet (students are responsible for bring this to each meeting and filling it out).
- ◆ Mentors are responsible for giving instruction, constructive criticism, and assistance in the creation of the product.
- ◆ Mentors are responsible for evaluating the finished product in person and filling out the evaluation form and returning it to the school within a week of the product's completion (by fax or mail). This is factored into their grade on the product- we need your expertise to assist us in the proper grading of their work.

I have read the above requirements of being a mentor and agree to assist _____, with his/her senior project.

Mentor _____ Date _____

ILP Senior Project Product Planning Timeline

Weekly Dates	Actions (work to be completed this week)
Jan. 4-6	Meet with your mentor to plan out and start work on your product. Schedule with your mentor the times you will meet over the next two months to work on your product. Share your research paper with him/her to show what you learned about the topic already.
Jan. 10-14	
Jan. 18-21	
Jan. 24-28	
Jen. 31-Feb. 4	
Feb. 7-11	
Feb. 15-18	

<p>Feb. 22-25</p>	
<p>Feb. 28 - March 4</p>	
<p>March 7-11</p>	
<p>March 14-17</p>	
<p>March 21-25</p>	
<p>March 28- April 1</p>	<p>Turn in your Product!</p>

Senior Project Product Work Log

Student Name _____ Product _____

Date	Begin Time	End Time	Total Time (hrs/min)	Mentor Assisting?	Description of Work Completed
					Share research paper with Mentor.
Total Hours					

MENTOR HOURS VERIFICATION LOG

Mentor Log for: _____ **Teacher** _____
Student's Name

Product: _____ **Mentor:** _____

The Mentor Logs will be checked and graded on designated days.

Students should fill in a detailed description of the work accomplished and goals to be completed before the next mentor meeting. The logs will be graded on number of hours and detailed discussions of time spent. 10 hours are required as a minimum for the Senior Project.

Date	Time Spent (hours/minutes)	Description of work accomplished	Mentor Signature
		Share research paper with Mentor. Goal for next meeting:	
		Goal for next meeting:	
		Goal for next meeting:	

Date	Time Spent (hours/minutes)	Description of work accomplished	Mentor Signature
		<p>Goal for next meeting:</p>	
		<p>Goal for next meeting:</p>	
		<p>Goal for next meeting:</p>	
		<p>Goal for next meeting:</p>	

Date	Time Spent (hours/minutes)	Description of work accomplished	Mentor Signature
		<p>Goal for next meeting:</p>	
		<p>Goal for next meeting:</p>	
		<p>Goal for next meeting:</p>	
		<p>Goal for next meeting:</p>	

Date	Time Spent (hours/minutes)	Description of work accomplished	Mentor Signature
		<p>Goal for next meeting:</p>	
		<p>Goal for next meeting:</p>	
		<p>Goal for next meeting:</p>	

I have met with the student named above for the purpose of discussing his or her senior project.

Mentor Signature: _____ Date: _____

FINAL PRODUCT VERIFICATION FORM

To be completed by the mentor and faxed or mailed to:

**Natomas Charter School Individualized Learning Program
Re: Mentor Evaluation Form
4600 Blackrock Drive
Sacramento, CA 95835
Fax: 916-928-5346**

Student's Name: _____ Teacher: _____

Project: _____ Mentor's Name: _____

Please verify this student's efforts on his or her Senior Project by answering the following questions:

1) Verify the number of hours spent on this project: Hours: _____

Comments:

2) Have you seen the project at different stages of completion, not just the final phase?

_____ Yes _____ No

Comments:

3) What challenges did this student encounter and overcome?

4) How challenging was this project for the student?

Name

Signature

Title/Occupation

Phone

Date

Please complete the evaluation of the student's work on the back.

ILP Senior Project

Mentor Product Evaluation

**To be completed by the mentor and faxed or mailed to: Natomas Charter School Individualized Learning Program Re: Mentor Evaluation Form
4600 Blackrock Drive Sacramento, CA 95835 Fax: 916-928-5346**

Mentors should complete this rubric based on the final version of the product as shown to him/her by the student. Students will not see these rubrics, but will get a summary of strengths/weaknesses.

Not Evident		Very Evident
0 2 4	6	8 10

not clear		

Product:

- | | |
|--------------|--|
| 0 2 4 6 8 10 | 1. Displays a semester’s worth of effort for the student’s ability and experience level in the area. |
| 0 2 4 6 8 10 | 2. Displays a learning stretch for the student in the specific area. |
| 0 2 4 6 8 10 | 3. Displays a strong connection to and understanding of the research completed for the research paper and with mentor. |
| 0 2 4 6 8 10 | 4. Displays clarity of purpose to the viewer: the product can be understood and appreciated without an explanation. |
| 0 2 4 6 8 10 | 5. Displays learning and growth in the overall effect of the product. |
| 0 2 4 6 8 10 | 6. Achieved product goal set out in planning stages. |
| 0 2 4 6 8 10 | 7. Displays learning/assistance from mentor. |
| 0 2 4 6 8 10 | 8. Product seems neatly put together and shows care and attention to details. |

Total Points: _____ / 80 Grade:

Product Strengths:

Product Weaknesses:

Comments:

