

Senior Project Student/Guardian Handbook



Liberty High School

This handbook is a written guide for student success, an adapted version of the HSD Senior Project. It provides the expectations and timelines for the various components of the Senior Portfolio. The four major components: the Personal Profile, the Project, the Research Paper, and the Presentation. The work will fulfill Oregon state diploma requirements, meeting the Oregon Essential Skills (in addition to required Essential Skills Work Samples in reading, writing, and math).

Your Pathway or Senior Seminar teacher may have additional or extended requirements for your project that go above what is listed in this handbook. Consult with your teacher to ensure you will meet all requirements.

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District-Wide Senior Portfolio & Project Requirements

OVERVIEW:

Every **senior** is required to complete a Senior Project. Students must complete a Career Related Learning Experience (CRLE), education plan and profile, resume, extended skills application project, research or critical reflection paper, and participate in senior showcase evening with a prepared presentation. The Senior Project must include a 15-hour career experience deemed appropriate to the project by the capstone or senior seminar teacher (30-hour minimum Experiential Learning Opportunities (ELOs) for pathway cord eligibility). Students are required to present this career-goal related project at the senior showcase.

CRLE (Career Related Learning Experience)

- The CRLE is a one day job shadow, information Interview, or career day scheduled through the School Counseling Center with the School Work Specialist.
- The CRLE should relate to a career interest.
- The CRLE should take place during the junior year, but can be completed 1st semester of senior year if missed.

Education Plan & Profile:

- The Education Plan & Profile should be a four year academic and post-secondary plan for the student done in Naviance. The plan will include the student's academic, career, and personal student's interests and goals. Students will work with their grade level counselor to develop, review, and reflect on the student's progress on the Education Plan and Profile. Students will download this plan and profile to put in their senior project portfolio.

Resume

- An up-to-date professional resume that is suitable for college and job applications and is accessible both in print and digital format. The resume should highlight the student's academic, extracurricular, and work experiences and achievements.

Extended Application

- The extended application must consist of a 15-hour* experience related to the student's career interest. This experience can be an ELO/internship, work experience, community service project, or physical project created under the supervision of an industry professional.

**Note: For Pathway Cord eligibility, a 24-30-hour experience is required.*

Paper

- The paper should connect directly to the extended application experience. The paper can be, but is not limited to: action research paper, critical reflection paper, business plan, etc. The paper should be a minimum of 5 pages (Works Cited page not included in the page requirement) and details of the writing and citation style is left to the discretion of the supervising capstone or senior seminar instructor.

Presentation

- Students must prepare a visual and oral presentation for senior showcase night to present their extended application experience. This presentation must include a visual (triboard, digital presentation, or other acceptable visual as approved by instructor) and a 5-minute prepared speech. In the event of an unforeseen circumstance, any student absent from Senior Showcase night must make arrangements to present to a panel of 3+ adults with expertise in the area of the student's project (panel member are non relation to the student).

Oregon Essential Skills (OES) Verification

- ODE requires that students demonstrate proficiency in nine essential skills. Reading, writing, and mathematics are met through state testing and work samples. The remaining six essential skills are listen actively and speak clearly and coherently, think critically and analytically, use technology to learn, live, and work, demonstrate civic and community engagement, demonstrate global literacy, demonstrate personal management and teamwork skills. These remaining six essential skills are met through work/experiences inside and outside of school during the the student's four years of high school as well as through the senior project. Students must present evidence of proficiency through past assignments, projects, or personal experiences inside and outside of school along with a reflection statement for each skill and artifact.

Table of Contents Example

(Include page numbers as they apply in your portfolio)

Personal Plan and Profile

- ☐ Letter of Introduction
- ☐ Resume
- ☐ Transcript
- ☐ Letters of Recommendation or scholarship/award letters/honors (optional)
- ☐ Job Shadow/CRLE documentation (print from Naviance)

Research

- ☐ Outline (optional)
- ☐ Research Paper
- ☐ Works Cited Page

The Project (Extended Application)

- ☐ Project Proposal (with documentation of any modifications)
- ☐ Journal – Time Log
- ☐ Photographs, pamphlets, ID tags or any physical evidence of participation
- ☐ Budget Worksheet (if applicable)

Essential Skills Essay(s) (evidence and reflection)

- ☐ Listen Actively and Speak Clearly and Coherently
- ☐ Think Critically & Analytically
- ☐ Use Technology to Learn, Live, and Work
- ☐ Demonstrate Civic Engagement
- ☐ Demonstrate Global Literacy
- ☐ Demonstrate Teamwork & Personal Management Skills

Presentation

- ☐ Presentation notes

Scoring Guides (instructor provided)

- ☐ Research Paper Scoring Guide (CCP/ELA Rubric)
- ☐ Extended Application Scoring Guide
- ☐ Essential Skills Scoring Guide
- ☐ Presentation Evaluations—instructor provided

Letter of Introduction

Create the title, “Letter of Introduction” and put a heading at the top of the page.

1. Who are you? What makes you who you are?
2. What are some adjectives you would use to describe yourself?
3. What are your interests, strengths, skills, and talents?
4. Where are you from?
5. What is your family like? Describe.
6. What is important to you? Why?
7. What does education mean to you? Explain.
8. How has school served you so far? How has school helped you grow or learn?
9. What are your personal goals?
10. What are your educational goals?
11. What are your career interests and goals?
12. What action will you take to reach your goals?
13. What help do you need to reach your goals?
14. What career paths will allow you to develop your skills and talents?
15. How will you use your education in the future?

The Project: Extended Application

Career/Field of Interest	Project Possibilities/ Extended Application	Research Paper Possibilities
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•

Project Proposal

Answer and elaborate on the following points in narrative form to create your project proposal. This must be submitted to your advisor before beginning your project.

Type the following paragraphs in essay format using 4-6 thoughtful sentences for each paragraph.

Paragraph 1: Describe your project and essential question. Explain why you chose this topic.

Paragraph 2: What do you already know about your topic? What experiences have made you curious about your topic? This could include classes you have taken.

Paragraph 3: Describe what risks you will take to complete this project. Be sure to consider physical, emotional, spiritual, and intellectual challenges. Include any budgetary needs/concerns and desired community partnerships (internship or mentorship).

Paragraph 4: Predict the possible long-term benefits of this project on your own career development or community. In which career(s) could you apply what you will learn?

Additional prompts that may help you explain your project concept:

1. The main idea/goal of my project:
2. Who will need to be involved:
3. What steps will I need to take:
4. When I will start the project and finish the project:
5. Where the project will take place:
6. Things I will need to plan ahead for:
7. Costs associated with the project:
8. Resources I will need:

Students who change their project mid-year need to write a proposal for their new idea and have it approved by their Pathway or Senior Seminar teacher.

Contact your Pathway advisor for due dates for this and other documents in your project.

Project Brainstorming

Still unsure of how to start your project? See below for some general ideas.

- Needs I see in the community and how I might help: “The park near my house always has garbage on the ground. I could organize a park clean-up.”
- Things I’m good at and would enjoy spending more time on: “I enjoy writing but have never tried to write a long story. I’m going to figure out how to structure and write a longer story.”
- Things that might help me figure out what I want to have as a career: “I’ve always been interested in being a dental hygienist. I’m going to volunteer at a dental office so I can see the job up close.”

Project Journal/Log

As you complete your project, maintain a neat, thorough, and well-organized record of your progress. The journal/log may be typed, or handwritten in a binder or notebook and should include a date with each entry. The journal/log will be included in your portfolio and will help you organize your final presentation.

Keep in mind that you should pace yourself. Take a look at a calendar with your advisor before you begin, and start your planning in the fall. Take into account common obstacles: costs, other commitments, AP classes, extracurricular activities, work, family, etc.

Journals/logs could consist of responses to the following questions or ideas:

1. Describe the progress you made on your project this week. Please explain with specific details.
 - a. What did you do?
 - b. Where did you go?
 - c. Who did you speak with?
 - d. What did you see?
2. Did you meet the goals you set with your advisor? Explain.
3. What obstacles are you facing?
4. What has emerged as especially interesting in your project work? Explain.
5. What kinds of risks did you take in your project?
6. How much time did you spend working on your project this time?
7. What are your current goals?
8. What education and skills are necessary to attain a job in this field?
9. Interview an experienced professional and write about your experience.

Sample journal entry:

October 23rd—30 minutes

I decided that I want to explore early childhood education so I contacted Headstart to see if I could shadow one of their instructors. Today I spoke with Jane, who is the head of the early learning program at Headstart. She agreed to meet with me on Wednesday, November 3 to talk about my shadowing experience and begin to talk about how and when I will begin using reinforcement technique to promote certain types of behavior and eliminate others.

It's exciting to think about working with these preschoolers. Right now it is hard to imagine that I can alter their behavior in such a short period of time. The first thing I will be doing is shadowing Jane to see what types of techniques she uses with the students and I will be looking for students and behaviors that I know I could focus on in my work.

Essential Skills Essay(s)

The purpose of these essays is to provide evidence that you have developed abilities in each of the six skills below. Under each topic are a number of prompts that may help you describe your experience with each of the skills. Providing thorough evidence of your experience with the skill is required in order to pass the scoring guide (see page 15).

Listen Actively and Speak Clearly and Coherently

- ☐ Listen actively to understand verbal and non-verbal communication.
- ☐ Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- ☐ Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques.
- ☐ Use language appropriate to particular audiences and contexts.

Think Critically and Analytically

- ☐ Identify and explain the key elements of a complex event, text, issue, problem or phenomenon.
- ☐ Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon.
- ☐ Gather, question and evaluate the quality of information from multiple primary and secondary sources.
- ☐ Propose defensible conclusions that address multiple and diverse perspectives.
- ☐ Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

Use Technology to Learn, Live, and Work

- ☐ Use creativity and innovation to generate ideas, products, or processes using current technology.
- ☐ Use technology to participate in a broader community through networking, collaboration and learning.
- ☐ Recognize and practice legal and responsible behavior in the use and access of information and technology.
- ☐ Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

Demonstrate Civic and Community Engagement

- ☐ Apply knowledge of local, state, and U.S. history or government to explain current social and political issues.
- ☐ Perform the civic and community responsibilities essential to living in a representative democracy.

Demonstrate Global Literacy

- ☐ Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- ☐ Apply a global perspective to analyze contemporary and historical issues.

Demonstrate Personal Management and Teamwork Skills

- ☐ Participate cooperatively and productively in work teams to identify and solve problems.
- ☐ Display initiative and demonstrate respect for other team members to complete tasks.
- ☐ Plan, organize, and complete assigned tasks accurately and on time
- ☐ Exhibit work ethic and performance, including the ability to be responsible and dependable.

Research Paper Overview

In order to have a well-rounded experience and knowledge of their project field, the student is required to write a research paper. The paper should connect directly to the extended application experience.

The paper can be, but is not limited to: action research paper, critical reflection paper, business plan, etc. The paper should be a minimum of 5 pages (Works Cited page not included in the page requirement) and ***details of the writing, formatting, and citation style is left to the discretion of the supervising Pathway or Senior Seminar instructor.***

Research papers written for the senior project by Liberty High School students will be scored based upon the CCP/ELA rubric shown on page 16 in the categories of:

- Thesis
- Ideas and Content
- Organization
- Language and Vocabulary
- Conventions
- Formatting

Research Log Guide

As you do research for your project and paper, track the following pieces of information for *each source* you investigate so you can easily and accurately create your Works Cited list.

Topic _____ Author(s) _____

Article title _____

Webpage title _____ Date of Publication _____

Access date _____ URL _____

Direct quote from source (word for word)

Paraphrased quotes or ideas (in your own words)

Project Presentation

Students must prepare a visual and oral presentation for senior showcase night to present their extended application experience. This presentation must include a visual (tri-fold board, digital presentation, or other acceptable visual as approved by instructor) and a 5-minute prepared speech.

Before you are permitted to make your formal presentation at Senior Exhibition Night, you must present to a class as arranged by you and your Pathway or Senior Seminar teacher. If the presentation does not meet the evaluation standards found on page 17 you will be required to edit and improve your presentation before Senior Exhibition.

Your presentation should include:

- An introduction that introduces your listener to your project and the reasons you pursued this concept
- A description of your research paper and some interesting research that was important to you or impacted your project
- An explanation of your project/extended application, including the steps you took, challenges you encountered, and things you learned
- A conclusion wrapping up the impact of your project on you or your community

Presentation Visual

A visual that displays the essential components of your project is required. No matter how you choose to display your presentation, it should relate important and interesting information about your work. Displays can include photographs (before, during, after), charts, graphs, pamphlets, instruction sheets, and videos. Ensure that your visual is neat, creative, attractive, and legible. Include any information from your visual that you want to explain in your presentation notes so you do not read straight from the visual.

If a student requires a laptop to show their visual, they must provide their own or communicate with their advisor in advance to ensure one is available for Senior Exhibition. They should plan ahead to ensure any sounds associated with the presentation can be heard.

Presentation/Reflection Prompts

I first became curious about...

I developed my Essential Question by...

When I first started doing my research I thought I would find out...

I was surprised to find that...

Along the way, I learned...

The adjustments I had to make as I went along were...

The fact or challenge that surprised me the most was...

Something I never even considered was...

Looking back to where I started and where I am in my research now, I know...

I originally chose this topic for my research paper because...

My research paper relates to my topic by...

I approached the project by (your process)...

The project turned out...

The project impacted me and the community by...

The three things I learned while working on this project are...

If I could continue the project or do it again, I would change...

I am most proud of...

After high school I expect this project to integrate into or affect my life by...

EXTENDED APPLICATION: SENIOR PROJECT

Student's Name: _____ Teacher Signature: _____ Date: _____

	RELEVANCE	RIGOR	REFLECTION	OVERALL SCORE: (3, 2, 1)
	Demonstrates evidence of personal relevance	Applies and extends academic and specialized knowledge and skills to new situations.	Reflects on learning and connection to post-high school goals	
Above Standard: evidence is thorough, in-depth, insightful, or exceptional in some way. Evidence demonstrates overall proficiency across <i>all</i> Extended Application dimensions.				
SCORE: -3-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3- <input type="checkbox"/> Above
Meets Standard: evidence in the collection is adequate and demonstrates overall proficiency IN ALL SECTION TO MEET GRADUATION REQUIREMENTS				
SCORE: -2-	Demonstrates a connection to post-high school goals and plans as they have developed or evolved. Shows evidence of new learning, ideas, results, or conclusions appropriate to the student's academic interest, career plan, or community service goal.	Applies academic, specialized knowledge and skills appropriate to the student's: academic interest, career plans or community service goal. Applies academic, specialized knowledge and skills in a complex or non-routine situations where there is some individual responsibility and autonomy.	Reflects on the relevance of evidence that demonstrates new learning, ideas, results, or conclusions. -Reflects also highlights the rigor of evidence in application of appropriate academic and specialized knowledge and skills in complex or non-routine situations.	-2- <input type="checkbox"/> Meets
Below Standard – MUST REDO <i>Below standard means the evidence is insufficient or not proficient (e.g., weak, incomplete, inappropriate, or limited in some way).</i>				
SCORE: -1-	Insufficient Evidence Does not meet Proficiency	Insufficient Evidence Does not meet Proficiency	Insufficient Evidence Does not meet Proficiency	-1- <input type="checkbox"/> Below

Essential Skills for Senior Portfolio Rubric

Student Name _____

Date: _____

	Listen Actively and Speak Clearly and Coherently	Think Critically and Analytically	Use Technology to Learn, Live, and Work	Demonstrate Civic and Community Engagement	Demonstrate Global Literacy	Demonstrate Personal Management and Teamwork Skills
	<p>Listen actively to understand verbal and non-verbal communication.</p> <p>Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.</p> <p>Present or discuss ideas clearly, effectively, and coherently, using both verbal and non-verbal techniques.</p> <p>Use language appropriate to particular audiences and contexts.</p>	<p>Identify and explain the key elements of a complex event, text, issue, problem or phenomenon.</p> <p>Develop a method to explore the relationships between the key elements of a complex event, text, issue, problem or phenomenon.</p> <p>Gather, question and evaluate the quality of information from multiple primary and secondary sources.</p> <p>Propose defensible conclusions that address multiple and diverse perspectives.</p> <p>Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.</p>	<p>Use creativity and innovation to generate ideas, products, or processes using current technology.</p> <p>Use technology to participate in a broader community through networking, collaboration and learning.</p> <p>Recognize and practice legal and responsible behavior in the use and access of information and technology.</p> <p>Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.</p>	<p>Apply knowledge of local, state, and U.S. history or government to explain current social and political issues.</p> <p>Perform the civic and community responsibilities essential to living in a representative democracy.</p>	<p>Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.</p> <p>Apply a global perspective to analyze contemporary and historical issues.</p>	<p>Participate cooperatively and productively in work teams to identify and solve problems.</p> <p>Display initiative and demonstrate respect for other team members to complete tasks.</p> <p>Plan, organize, and complete assigned tasks accurately and on time.</p> <p>Exhibit work ethic and performance, including the ability to be responsible and dependable.</p>
Score of 3	<p><i>Meets all of the requirements and demonstrates all of the knowledge and skills of the grade level standard at the appropriate level of rigor.</i></p> <p>Teacher documentation or student-provided evidence meets standard in all areas to receive an overall score of 3.</p>					
Score of 2	<p><i>Meets the most basic elements of a given standard, but not all knowledge and skills embedded in the standard are demonstrated.</i></p> <p>Demonstrates the essential knowledge and skills required. Cannot demonstrate the level of rigor called for by verb in the standard.</p>					
Score of 1	<p><i>Meets a few elements of a given grade level standard, but many required elements are missing and limited understanding demonstrated. Doesn't meet Graduation Requirements.</i></p>					
Overall Score	<p>Teacher Name: _____ Teacher Signature: _____</p>					

CCP/ELA RUBRIC

Presentation Evaluation

Liberty High School Senior Exhibition Scoring Guide

Student Name: _____ Advisor Name: _____

Student's Essential Question: _____

Evaluator's Name: _____ Status: ☐ Staff ☐ Community Member

Evaluator Directions:

Place a checkmark in the appropriate box in the chart below. Before scoring the student on his/her presentation alone, please ask the student questions that allow him/her to communicate in a less formal style of speech. Be sure to write comments below that will aid the student in understanding how and why you scored as you have. Feel free to write positive comments, and put any negative comments in a context that assist the student's learning.

	<u>Rigor/Value</u> Does this project challenge the student? Do the concepts presented demonstrate critical thinking and solid ideas and content?	<u>Personal Relevance</u> Is the student connected to the project? Does this project really matter to them?	<u>Organization</u> Is the presentation well-ordered? Does the speech have an introduction, body and conclusion? If there is a visual component to the presentation, is it well-ordered, neat, and understandable?	<u>Delivery</u> Eye contact is maintained throughout, voice is not monotone but fluctuating, appropriate body language is demonstrated, and student maintains formal tone throughout.
Exceeds <i>Demonstrates advanced knowledge and maturity.</i>				
Meets <i>Demonstrates expected knowledge and maturity.</i>				
Needs Further Work				

Comments: