

# SENIOR PROJECTS

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# Senior Projects

(Tentative Timeline)

## Pre-Senior Year:

- All seniors should have some idea of a senior project.
- Mentors, research sites, related internships should be coordinated as much as possible prior to the senior year.
- All juniors should be exposed to senior project presentations and culminating events
- Through advisement, students should be assigned to an appropriate senior project class (Scientific, Historical, Community Service, Self-improvement)
- Students write a mentor letter asking what they can do, research, . .

## Senior Year:

- Week 1-Students learn about different types of projects, terminology, monitoring, documentation, and direction projects may take. Students learn how to plan and document actions.
- Week 2-Students research literature for related topics. They review current and past projects/research to build a knowledge base of their topics. As a culmination of this research they write evaluations of a few of the more related projects.
- Weeks 3 & 4-Students write a proposal draft for their project, which is to take place over the next few months. The format of the proposal will depend highly upon the type of project. [Each discipline should work out their own format] This proposal should meet the expectations and approval of the student's mentor.
- Week 5-10-Adjustments may be made to proposals and students will schedule a draft review date with their instructor.
- Week 10-Review of Related Literature due.
- November 19<sup>th</sup> (Friday)-Complete Proposal due on or before this day
- Sept-April-Students will implement project with the help of mentors.
- By the end of the 3<sup>rd</sup> Grading Period-Performance of Community Event  

Community Events are to be an exhibition of student's talents, intelligence, research, and/or ability as a young adult who is ready to advance on past high school.
- May-Students organize relics from their project and prepare for publication and the (SPEC) Senior Project Evaluation Committee

# Senior Project Proposal Outline

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Title Page

Table of Contents

Preface

## **Chapter 1 – Introduction**

- Perspective
- Needs Statement (Purpose of the Project)
- Project Goal/Hypothesis
- Significance of the Project (Justification)
- Guidelines for the Project/Research (Delimitations)
- Limitations of the Project/Research
- Definition of Terms

## **Chapter 2 – Review of Related Literature**

## **Chapter 3 – Resources and Activities**

- Description of Sample/Beneficiaries
- Resources Needed
- Time Line & Procedures
- Event(s) Details

## Explanation of Components

Preface: A few paragraphs, which introduce your project and explain your personal connection. Explain how this may benefit you and the community.

Perspective: A few paragraphs, which briefly discusses history and introduce us to your approach to this project.

Needs Statement (Purpose of the Project)- one or two sentences stating the needs your project will attempt to fill or question you are attempting to answer.

Project Goal:-one statement of the ultimate goal of the project or a hypothesis you are evaluating.

Significance of the Project (Justification) – a short paragraph explaining why this project is important and why it is important in this particular instance. What you hopes to accomplish in this project.

Guidelines for the Project (Delimitations)-statements describing the guidelines your project will follow during implementation of the project/research. These are boundaries which will be used to make the project meaningful and manageable. These are decided by you.

Limitations – statements describing the limitations of your project. Subjects to which the project may or may not relate. Often these result from delimitations.

Definition of Terms-the defining of any terms or concepts which may not be common to most readers.

Review of Related Literature-this is an in-depth study of related projects/research with documentation (APA).

Description of Beneficiaries/Sample-a description of the subjects who will benefit from this project or a description of the subjects/objects which will be used in your research. May include charts, list, statistics, or descriptions.

Resources Needed-a description of the resources needed (human and instrumental) to perform this project, as well as possible sources for such. A description of your mentor should be in this section. Pictures and diagrams are helpful.

Time Line & Procedures-a tentative time line for all activities to be carried out during the project. If you are using an experimental design, it should be diagramed and discussed in this section

Event(s) Details-detailed descriptions of each event which appears in the previous section and will take place during the project.

\*You should always use professional language as you write a proposal. The language and breadth of any proposal is at least as important as the work itself, for if a proposal is not acceptable the service may not be provided.

# Senior Project Evaluation

(to be used for Senior Presentations of Projects)

1. Evidence of Consistent Commitment (September - April):
  - Exceptional, consistent commitment evidenced: 9 - 10
  - Mature, consistent commitment evidenced: 7 - 8
  - Acceptable, commitment evidenced: 5 - 6
  - Limited, commitment evidenced: 0 - 4
  
2. Contribution to Community/Self/Knowledge base:
  - Displayed exceptional contribution to community: 9 - 10
  - Displayed mature contribution to community: 7 - 8
  - Displayed acceptable contribution to community: 5 - 6
  - Displayed limited contribution to community: 0 - 4
  
3. Purpose/Goal of Project:
  - Exceptional and clearly defined purpose/goal stated: 9 - 10
  - Mature and clearly defined purpose/goal stated: 7 - 8
  - Acceptable purpose/goal stated: 5 - 6
  - Limited purpose/goal stated: 0 - 4
  
4. Research/Preparation for Event
  - Exceptional knowledge/preparation demonstrated: 9 - 10
  - Mature knowledge/preparation demonstrated: 7 - 8
  - Acceptable knowledge/preparation demonstrated: 5 - 6
  - Limited knowledge/preparation demonstrated: 0 - 4
  
5. Flexibility and accommodation of mentor/projects needs:
  - Exceptional flexibility and accommodation shown: 9 - 10
  - Mature flexibility and accommodation shown: 7 - 8
  - Acceptable flexibility and accommodation shown: 5 - 6
  - Limited flexibility and accommodation shown: 0 - 4
  
6. Student Growth/Reflection on Project/Research:
  - Exceptional insight into personal growth discussed: 9 - 10
  - Mature insight into personal growth discussed: 7 - 8
  - Acceptable insight into personal growth discussed: 5 - 6
  - Limited insight into personal growth discussed: 0 - 4

7. Feedback from Mentors, Audiences, and/or Teachers:		
Exceptional feedback presented:	9 - 10	
Positive feedback presented:	7 - 8	
Positive feedback presented with some recommendations:	5 - 6	
Limited to no feedback presented:	0 - 4	
8. Visual Aids/Technology Use:		
Exceptional use of visual aids and technology:	9 - 10	
Mature use of visual aids and technology:	7 - 8	
Acceptable use of visual aids and technology:	5 - 6	
Limited use of visual aids and technology:	0 - 4	
9. Speech/Articulation/Clarity:		
Exceptional, oral presentation skills:	9 - 10	
Mature, oral presentation skills:	7 - 8	
Acceptable, oral presentation skills:	5 - 6	
Limited, oral presentation skills:	0 - 4	
10. Overall Presentation:		
Exceptional, insightful presentation, overall:	9 - 10	
Mature, insightful presentation, overall:	7 - 8	
Acceptable presentation overall:	5 - 6	
Limited presentation at this time:	0 - 4	
11. Creativity/Originality:		
Exceptional, creativity/originality:	9 - 10	
Good, creativity/originality:	7 - 8	
Some, creativity/originality:	5 - 6	
Limited, creativity/originality:	0 - 4	

## Community Event

### Scoring Guide

*culmination*: the action of bringing to a head or to the highest point; the crowning; the completion of much action and effort.

#### Distinguished:

- depicts exceptional year - long effort and work from evidence
- demonstrates significant personal growth
- provides and makes use of creative and extensive visual aids/technology
- responds exceptionally to inquiry on topic
- presents outstanding feedback from mentors and audiences
- displays remarkable contribution to community, self, or knowledge base
- project and methods wonderfully creative/original

#### Proficient:

- depicts good year - long effort and work from evidence
- demonstrates much personal growth
- provides and makes good use of visual aids/technology
- responds well to inquiry on topic
- presents good feedback from mentors and audiences
- displays significant contribution to community, self, or knowledge base
- project and methods are creative/original

#### Apprentice:

- depicts some year - long effort and work from evidence
- demonstrates some personal growth
- provides and makes use of some visual aids/technology
- responds to inquiry on topic
- presents some feedback from mentors and audiences
- displays some contribution to community, self, or knowledge base
- show some creativity/originality in project and methods

#### Novice:

- depicts limited year - long effort and work from evidence
- demonstrates limited personal growth
- provides and makes use of few or no visual aids/technology
- responds inadequately to inquiry on topic
- presents limited feedback from mentors and audiences
- displays limited contribution to community, self, or knowledge base
- shows limited creativity/originality in project and methods

## Community Event Comment Sheet

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Depiction of Year - Long Effort and Work

Demonstration of Personal Growth

Use of Technology and Visual Aids

Response to Inquiries

Presentation of Feedback from Mentors and Audiences

Display of Contribution to Community, Self, or Knowledge Base