Armada

High School



Senior Project Rubrics

2020-2021

**Senior Project Research Outline Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Skill | Mastery | Proficient | Partially Proficient | Not Proficient |
| W12: Use proper formatting system | Effectively completes the following:    Parallel form (line up)    If an A, at least a B, etc.    One point per letter/number    Periods after numbers/letters    First word in each line capitalized    Typed | Minor errors with the following:    Parallel form (line up)    If an A, at least a B, etc.    One point per letter/number    Periods after numbers/letters  First word in each line capitalized    Typed | Many errors (more than 6) with the following:    Parallel form (line up)    If an A, at least a B, etc.    One point per letter/number    Periods after numbers/letters    First word in each line capitalized    Typed | Exceeds 7 errors in the following:    Parallel form (line up)    If an A, at least a B, etc.    One point per letter/number    Periods after numbers/letters    First word in each line capitalized    Typed |
| W1: Develop clear & concise thesis statement. | The scope of the thesis statement is narrow and refined, and each point raised can be explored thoroughly throughout the essay. There are no exceedingly broad generalizations that confuse the topic at hand. | The scope of the thesis statement is somewhat too broad or narrow. While it provides the points to be examined, they are either too large to sufficiently write on in an essay, or too narrow to provide enough material for an essay. | The scope of the thesis statement is excessively broad or narrow. The statement either over-generalizes, or is so specific that the supporting evidence will be extremely limited. | The thesis statement's scope is totally inappropriate, failing to provide a viable platform on which to build your essay. |
| W6: Use relevant, accurate, specific evidence to support claims. (Direction of Essay) | There is a clear and developed direction the essay will take that thoroughly explores a topic of choice, takes a stance, and presents findings/persuades the reader to believe the claim (thesis)  Precise and detailed information given that is relevant to the thesis | There is somewhat clear direction the essay will take that explores a topic of choice, takes a stance, and presents findings/persuades the reader to believe the claim (thesis)  Somewhat precise and detailed information given that is somewhat relevant to the thesis | A direction is beginning to show some development    A general idea of what might be covered in the essay is starting to emerge, but there needs to be more development and organization  Not sufficient enough to support the thesis  Some details and information to support the thesis is evident | There is no clear direction or development yet.    Much more research and organization is needed.    Thesis is not proven.  Little no details provided in support of the thesis statement |
| W11: Develop and strengthen in the writing process as needed: planning (Completed outline) | Creative title, introduction and conclusion identified    Main headings clearly guide reader through the essay | Title, introduction and conclusion identified    Main headings somewhat guide reader through the essay | Some elements (title, intro, conclusion) are identified    Heading are evident but weak | Title, intro, and conclusion are not identified      Headings are absent or very weak |

**SENIOR PROJECT ESSAY RUBRIC**

**APA Research Paper**

**Grading Rubric**

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| --- | --- | --- | --- | --- |
|  | Mastery | Proficient | Partially Proficient | Not Proficient |
| W12: Use proper formatting system - APA  In-text citations  Reference Page    \*If you do not cite your sources in-text and have a Reference page, then you will FAIL\* | The paper conformed to APA style with proper headings, title page, margins, font, etc.  In-text citations are properly used. All citations within the text appear on the Reference page.  The Reference page is correctly formatted. Sources are listed in alphabetical order. | The paper conformed to APA style with minor errors in either the headings, title page, margins, font, etc.  In-text citations are properly used; however, there are a few errors in format. All citations within the text appear on the Reference page.  The Reference page is correctly formatted, but may contain a couple of minor errors. | The paper showed an attempt at conforming to APA style, but there were multiple formatting issues.  In-text citations are used, but there are many errors. All citations within the text may or may not appear on the Reference page.  The Reference page contains multiple formatting errors. | The paper made little or no attempt at conforming to APA style.  In-text citations are incorrectly used or are not used at all.  The Reference page is formatted incorrectly.. |
| W1: Develop clear and concise thesis statement | The paper has a strong thesis, and the content is accurate and informative. | The paper has a strong thesis, and the content is informative; however, there are a few lapses. | Some weakness is found in the thesis and/or content. | The thesis/content is weak. There are many lapses in the writing. |
| W6: Use relevant, accurate, specific evidence to support claims. | Students can **effectively** develop claim(s) by providing ample evidence that effectively proves the claim **beyond teacher expectations** through the use of paraphrased information and direct quotations seamlessly embedded into the essay. | Students can **effectively** Develop claim(s) by providing evidence through both direct quotations and paraphrased information with a clear explanation of how the evidence supports the claim. | Students can somewhat develop claim(s) by providing some relevant evidence that is mostly explained in connection to the claim. Formal quotations and paraphrased information are included but they sometimes interrupt the flow of the essay. | Students **struggle to** Develop claim(s) by providing little or weak evidence that is explained in connection to the claim. Student requires teacher assistance. |
| W4: Organization | The content is organized in a well-thought out manner. The length is thought out, thorough, and appropriate. | The paper is, for the most part, well- organized. There is a clear introduction and conclusion. The length is thought out, but lacking thoroughness and a logical flow. | The paper would benefit from reorganization. The paper is lacking a cohesive flow and thorough discussion of topic. | The paper has no clear organization. Topics are briefly discussed and not appropriate toward research. |
| W10: Demonstrate a control of American English through grammar mechanics and punctuation. | There are no grammatical/spelling errors that distract the reader. | There are at least 5 errors that distract the reader. | There are more than 5 errors that distract the reader. | There are more than 10 errors that distract the reader. |
| W9: Produce writing that is appropriate for task, purpose, and audience. | The paper uses formal language. It is written in third person. Strong diction is used. | The paper uses formal language, but there may be a couple of lapses. Strong diction is used. | The paper has many lapses in formal language. Diction is weak in areas. | The paper does not use formal language. First or second person is present. Diction is weak. |
| W14: Use sources to synthesize effectively developing an argument/thesis statement. | All sources are from MEL database. There are an abundance of sources seamlessly integrated throughout the essay supporting the thesis statement | All sources are from MEL database. There are a minimum of 4 sources integrated throughout the essay supporting the thesis statement | All sources are from MEL database. There are a minimum of 4 sources used throughout the essay (the sources should be dispersed throughout the text as needed, but are either chunked o0r disrupt the flow) supporting the thesis statement. A better choice of sources would have been beneficial | All sources may not be from MEL and less than 4 from the database are evident. Sources used do not prove the thesis |
| **W5**  I can introduce a topic with a hook/global statement, background information, and a thesis    I can conclude my essay by restating the main idea and summarizing the supporting details while offering a powerful concluding thought about my essay topic. | I can insightfully introduce a topic with a title, hook/global statement, background information, and a well-focused thesis statement.      The conclusion clearly connects introduction and body of the paper with insightful comments/analysis, uses one or more of the strategies, previously given, effectively, and ending/conclusion wraps up the writing and gives the reader something to think about. | I can plainly introduce a topic with a title, hook/global statement, background information, and a that clearly stated thesis statement.      Ideas in the conclusion adequately connect introduction and body of the paper, the essay ends using at least one of the strategies adequately, and ending/conclusion wraps up the writing. | I can partially introduce a topic with some expected components of an introduction            Connection with the introduction and body of the paper is surface level only or formulaic, essay ends with only a minimal attempt at any the strategies, and ending/conclusion leaves the reader with questions and/or is a weak wrap up of the text. | I struggle to introduce a topic with a proper introduction. I am missing components of the introduction          Conclusion is present but doesn’t include the components of a conclusion |
| W11: Develop and strengthen in the writing process as needed: planning, revising, editing, rewriting. | Submitted brainstorms, outline, rough draft and revisions in a timely fashion. Was an active part of peer editing. Evidence of self initiative and editing  is evident beyond teacher expectations. | Submitted brainstorms, outline, rough draft and revisions in a timely fashion. Was an active part of peer editing. | Submitted the majority of brainstorms, outline, rough draft and revisions. Participated in peer editing. | Failed to submit part of the writing process. Missed many deadlines and struggled to participate in peer editing. |

**Comments/Score:**

**PEER EDITING SHEET and SELF EDITING SHEET**

(Peer Edit to be used with the 1st rough draft)

(Self Edit to be used with 2nd draft)

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| --- | --- | --- | --- |
|  | Yes | No | comment |
| Provide the thesis statement in the comment box. Is this the last sentence of the introduction? |  |  |  |
| Is the thesis clear and concise? |  |  |  |
| Is the formatting done correctly (cover page, APA name and date information, header, resource page) |  |  |  |
| List the supporting ideas in the paper and give at least two examples of ways the person developed his/her ideas, each idea coming from a different source, should have at least three supporting ideas. (examples, anecdotes, surveys, illustrations, etc.) |  |  | SD 1:              SD 2:              SD 3: |
| Are there in-text citations everywhere there needs to be? |  |  |  |
| Are the in-text citations done correctly (check for punctuation after the citations)? |  |  |  |
| Check each works cited source for punctuation and proper information. |  |  |  |
| Are all the sources in alphabetical order? |  |  |  |
| Are there contractions in the essay? Find and circle all contractions. |  |  |  |
| Are first and second person used in the essay? Find and circle all first and second person words. |  |  |  |
| Is there any block quotations? If so are they done correctly? |  |  |  |
| Does the title fit the piece? Is it creative? |  |  |  |
| Is there an introduction and a conclusion? |  |  |  |
| Check the hook/global statement. Does it grad the attention of the audience/is it appropriate for the topic? |  |  |  |
| Does the introduction provide significant background information relevant to the topic? |  |  |  |
| Is there a clear and concise thesis? What will the essay be about? |  |  |  |
| Does each paragraph have atopic sentence (introduction of what the paragraph will be about). Read each topic sentence and paragraph to make sure that they match. Circle any topic sentences that need to be revised. |  |  |  |
| Is the information placed in a logical order? Are there transitions throughout the essay? Put stars in places where a transition might be useful.    Give three examples of effective transitions from one topic to the next. |  |  | EX 1:        EX 2:        EX 3: |
| Does the writer stay on topic? |  |  |  |
| Does the conclusion restate the thesis statement in different words? |  |  |  |
| Does the conclusion summarize what has already been said (there should be no new information in the thesis)? |  |  |  |
| Does the conclusion statement serve a purpose? |  |  |  |
| Are there run-ons or fragments? |  |  |  |
| Does each sentence begin with a capital letter? |  |  |  |
| Are there any spelling errors? |  |  |  |
| Does the writer use the same tense throughout the essay? |  |  |  |
| Are quotation marks used correctly? |  |  |  |
| Is there anything else the writer should include, take out, or revise? |  |  |  |

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| **SENIOR PROJECT PRESENTATION RUBRIC**  **(To be used by instructor)** | | | | | |
|
|  | 4  Mastery | 3  Proficient | 2  Partially Proficient | 1  Not Proficient |  |
| **Organization**  **SL3: Appropriately present information so audience can follow clearly and coherently** | Student presents information in logical, interesting sequence which panel can follow. | Student presents information in logical sequence which panel can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand pr  esentation because there is no sequence of information. |  |
| **Topic/ Knowledge**  **SL 8: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, substance, and style are appropriate to purpose, audience,** | Student demonstrates full knowledge (more than required) by answering all panel questions with explanations and elaboration.  Student is well rehearsed and shows confidence in presenting the material. | Student is at ease with the information and can adequately handle expected answers to all questions, but fails to elaborate.  Student is adequately prepared and seems generally confident during the presentation | Student is uncomfortable with information and is able to answer only rudimentary questions.  Student has basic preparation and seems somewhat rehearsed. | Student does not have grasp of information: student cannot answer questions about subject.  Student appears poorly prepared. |  |
| **Presentation Techniques**  **SL3: Appropriately present information so audience can follow clearly and coherently** | Student uses a clear voice and correct, precise pronunciation of terms so that all panel members can understand all key points of the presentation.  Student maintains eye contact with panel, seldom returning to notes. | Student’s voice is clear. Student pronounces most words correctly. Most panel members can adequately understand presentation.  Student maintains eye contact most of the time but frequently returns to notes. | Student's voice is low. Student incorrectly pronounces terms. Panel members have difficulty hearing presentation.  Student occasionally uses eye contact, but still reads most of report. | Student mumbles, incorrectly pronounces terms, and speaks too quietly.  Student reads all of report with no eye contact. |  |

**[CCSS.ELA-LITERACY.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/)**

**Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**

**[CCSS.ELA-LITERACY.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)**

**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**[CCSS.ELA-LITERACY.SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6/)**

**Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

**SENIOR PROJECT PRESENTATION RUBRIC**

**PANEL FORM**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Panel Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **POINT SCALE** | | | |
| **Rate the speaker according to the following scale. Write the matching number in the space.** | (1) Not at all | (2) Very little | (3) Mostly | (4) Thoroughly |
| 1. **The speaker was prepared**.  (Introduction, Body, Conclusion) |  |  |  |  |
| 2. **The speaker was relaxed and** **confident.** (Information flowed well, effective use of transitions.) |  |  |  |  |
| 3. **Information was well researched and organized in a clear, effective manner.** (Credible sources, quality and depth of supporting facts/analysis) |  |  |  |  |
| 4. **The speaker spoke clearly and** **slowly.** (Rate, volume, voice, tone) |  |  |  |  |
| 5. **The speaker made eye contact with** **listeners.** (Established rapport) |  |  |  |  |
| 6. **The speaker used appropriate gestures and facial expressions**.  **Professional and appropriate dress and manner.** |  |  |  |  |
| 7**. The speaker used graphic aids effectively.** (Supported main points, effectively incorporated to support presentation) |  |  |  |  |

Comments/Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Senior Project Reflective Rubric**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Senior Project topic/theme:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Please evaluate as 3) Mastery, 2) Proficient, 1) partially Proficient

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description:**  **A five paragraph essay which reflects on the learning, relevance, and application of the student’s experience.** | Mastery 4  Strong evidence of meeting or exceeding learning goals. | Proficient 3  Evidence suggests adequate meeting of learning goals. | Partially Proficient 2  Evidence suggests adequate meeting of learning goals. | Not Proficient 1  Evidence suggests failure to meet desired learning goals. |
| **Introduction: 4)** Has a thesis, catchy, interesting, and clear; **3)** has a thesis and is clear; **2)** has a thesis but needs to be stronger; **1)** unclear or has no thesis. |  |  |  |  |
| **1st body paragraph selection of topic: 4)** student shows what they learned and gives clear examples of what he/she learned in connection to the theme and essential questions; **3)** student discusses what he/she learned with some examples theme and essential questions; **2)**Student discusses what he/she learned but does not give solid examples the theme is briefly mentioned and there are few connections to the essential questions; **1)** student does not demonstrate that learning took place the theme and essential questions are absent from the response. |  |  |  |  |
| **2nd body paragraph: Application of learning: 4)** student shows use of what he/she learned during the experience and how the new skills may be applied in the future; **3)** Student shows use of what he/she learned during the experience and can provide some knowledge of how these skill will be used in the future **2)** student shows use of what he/she learned during the experience, but does not show how the new skills may be applied in the future; **1)** student does not link skills and experiences to future plans. |  |  |  |  |
| **3rd body paragraph: Relevance to college, career and life: 4)** student discusses and gives specific examples of how new skills and experiences will help in college, career, or life; **3)** student discusses how skills and experiences will help future plans with few specifics; **2)** student discusses how skills and experiences will help future plans but does not give specifics; **1)** student does not link skills and experiences to future plans. |  |  |  |  |
| **Conclusions: 4)** pulls together the ideas from the essay and explores ideas for future use of the new skills; **3)**Pulls most ideas together as well as some future use of new skills; **2)** is repetitive, highlights points from the paper, but future ideas are not well developed; **1)** points from the paper are not summarized and the reader is not left with ideas about the student’s failure. |  |  |  |  |
| **Errors in Grammar, Spelling, Usage, and Mechanics; 4)** none **3)** few (less than 5); **2)** some (5-10); **1)** too many errors (exceeds 10 errors) |  |  |  |  |

**Strengths:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Suggestions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SENIOR PROJECT  
STATIC DISPLAY GUIDELINES**

**DATE OF COMMUNITY VIEWING OF STATIC DISPLAYS (Extra Credit): Curriculum Night**

**STATIC DISPLAYS DUE**  
(Completion of your display is a mandatory requirement for all seniors)

***GOAL-To create a static display demonstrating your knowledge of your senior project topic, including critical facts, 3-D display items, and your ability to express your passion and reason for selecting your personal topic***

1. EACH SENIOR will have their own designated display area
2. TRI-FOLDS will be uniform, but your display can be as creative and interactive as you choose to make it
3. EFFECTIVE USE of color, 3-D objects, pictures, brochures, charts, diagrams, and personal electronic devices should be considered in your planning
4. A SKETCH (PLAN) will need to be presented and discussed with your instructor and cleared prior to beginning your actual tri-fold
5. EACH STUDENT will also need to include a QR CODE (that is connected to their PowerPoint or Prezi created) that will be attached to their TRI-FOLD.

GO BEYOND THE EXPECTED…  
USE THE FRONT, BACK, AREA ABOVE AND BELOW YOUR TRI-FOLD

**Please expect to be a critical part of your display…during curriculum night in order to receive extra credit.**

**STEPS IN THE PROCESS:**

* Complete a preliminary sketch and have the sketch cleared by your instructor. Think out of the box…
* Complete your tri-fold focusing on color, clarity, creativity, and consumer appeal
* Effectively use the technology you have access to as well as using your personal skills
* Be prepared to answer questions, present key points of your senior project
* Final due date.

PROFESSIONAL DRESS AND/OR APPROPRIATE DRESS RELATED TO  
YOUR SENIOR PROJECT TOPIC SHOULD BE WORN DURING THE AFTERNOON SESSION AS WELL AS PRIOR TO THE SENIOR AWARDS NIGHT.

**If you have questions/concerns please see your instructor ASAP.**

**PLANNING PROCESS**

**SENIOR PROJECT PLAN- NAME-**

**TOPIC-**

**SIDE ONE- MIDDLE SIDE THREE**

|  |  |  |
| --- | --- | --- |
|  |  |  |

**ADDITIONAL RESOURCES-**

**3-D ITEMS-**

**USE OF TECHNOLOGY-**

**SENIOR PROJECT STATIC DISPLAYS**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **HOUR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SENIOR PROJECT TOPIC-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MENTOR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TOTAL HOURS SPENT IN PREPARING YOUR STATIC DISPLAY-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Carefully read through each category and the explanation included.

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| --- | --- | --- | --- | --- |
| SENIOR PROJECT RUBRIC | Mastery  4 | Proficient  3 | Partially Proficient  2 | Not Proficient  1 |
| PRODUCTIVITY   * Meet all deadlines (1 week prior to curriculum night) \_\_/\_\_/20\_\_ * All work completed- 1 and/or 2 QR CODES * Showed strong and efficient use of time and resources- JOURNAL |  |  |  |  |
| PROFESSIONAL APPEARANCE & EFFORT OF PRESENTER  Student is:   * Professional dressed- 5/20 * Interacting- 5/20 * Asking & answering questions- 5/20 * Showing off their display-5/20 |  |  |  |  |
| ORGANIZATION  The displays provides the following:   * Clearly Evident Topic * Well throughout * Organized & well-organized |  |  |  |  |
| ATTRACTIVENESS/  PROFESSIONAL APPEARANCE OF STATIC DISPLAY  The displays provides the following:   * Attractive * Creativity & details * Eye appealing |  |  |  |  |
| APPLICATION & PREPARATION  Demonstrates required skills:   * Clearly knowledgeable of their topic * Visual aids-Additional Supporting 3-D Sources/Technology * Reference to their materials/Reflections on their topic |  |  |  |  |
| LEARNING & GROWTH  Display & student have shown:  · Personal relevance  · Dedication to topic  · Personal connection established |  |  |  |  |
| USE OF GRAMMAR, SPELLING, AND MECHANICS  Display is free of any grammar, spelling, capitalization, and mechanic issues. |  |  |  |  |

**COMMENTS/SUGGESTIONS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**