

**Anderson Valley High School**  
**SENIOR PROJECT 2017-2018 STUDENT MANUAL**

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## THE SENIOR PROJECT— An OVERVIEW

### The Basics

The Senior Project is a graduation requirement. Its purpose is to help students establish their academic independence and to give them a chance to explore new areas, or to exhibit mastery in an already-known subject. The school staff's experience is that virtually all students learn from their projects and are proud of what they have accomplished. Three years ago a new class, Senior Seminar, was created to support seniors in planning, writing, accomplishing, documenting, and presenting their Senior Projects.

### Quarter by Quarter

**In the late fall**, the project is introduced to seniors in Senior Seminar Class, and seniors' parents are informed about this graduation requirement by letter.

**During the second quarter before Winter Break**, seniors decide on their projects and describe them to a Faculty Committee in a **General Letter of Intent** written in Senior Seminar Class. The faculty makes suggestions about the project, the paper idea, and possible community connections for the project.

**During the second or third quarter**--depending on the section of Senior English they are enrolled in-- students write a **Research Paper\*** on a topic connected to their project. A more specific **Senior-Mentor Agreement Proposal** is submitted in late February. Once a student secures a mentor and submits a clearly written project proposal, the student is free to begin the project. Project hours may not be counted until an approvable Senior-Mentor Agreement Proposal is submitted. The end of February through the end of April is the best time to carry out **The Project**. Projects must be done outside school time and not as part of any course the student is taking in school. Students may not be paid for the project, but expenses may be funded by donations. Fund-raising in the community to pay for a project is acceptable for projects whose end result will benefit the community. Students must spend a minimum of 15 hours on the project outside of their school day. (Most students spend considerably more than 15 hours on the project. The length and ambitiousness of the project is one aspect the judges consider.) Students who need to begin their projects before late February must apply for Early Approval. Early Approvals must have a Spring Component.

**The Research Paper** is a graduation requirement written in English 12 or Honors English 11/12. It is a researched essay of argument aligned with California Common Core State Standards and involves use of online and print nonfiction sources. It will include a Background

section in addition to the Argument section. It should be formatted according to the *MLA Style Guide* (see also *Write for College*, *College Writer*, and Noodle Tools) and include a bibliography of works cited, and a title page or complete heading. Students should submit all earlier drafts of the paper with the final draft, including teacher comments and score sheets. Final drafts should meet the AVHS Literacy Standard of a "4" on a 5-point scale (holistic content, conventions and format score) and will be graded by the student's English teacher. If the final draft must be revised to meet graduation standard, the student will likely receive a grade deduction in English class. As with all documents intended for the Senior Project Portfolio, students should polish the research paper, even after submitting it for an English class grade, if necessary. Students must fully understand the AVHS Plagiarism and Cheating guidelines described in the Student Handbook in order to succeed in this requirement.

**In May (fourth quarter)**, students complete a **Portfolio** in Senior Seminar Class documenting and reflecting on the project experience and their overall growth throughout high school. Students then make an **Oral Presentation with multi-media aides** (practiced and completed in Senior Seminar) about their project to an audience of students and a panel of faculty and community judges.

### **Our Expectations in Summary**

Seniors must complete and receive a passing grade on all four phases in order to graduate from Anderson Valley High School. The Senior Project requirement is noted on the transcript:

- first, the **Paper**, done in English class;
- second, the **Project** planned in Senior Seminar but accomplished on the student's own time outside school;
- third, the **Oral Presentation** prepared in Senior Seminar class and presented to a high school audience;
- and fourth, the **Portfolio** prepared in Senior Seminar and presented during the Oral Presentation;

## **PROJECT CATEGORIES & POSSIBILITIES**

Senior Projects will fall into one or more of the categories listed below. The examples given are projects undertaken by AVHS seniors during the past several years. You must declare your category on your Senior-Mentor Agreement Proposal. Your category determines your judging category in May.

### **CTE Articulated Projects**

*The following are examples of projects seniors have done that relate to our new CTE Pathways. Speak to your CTE advisor about the many other possibilities for CTE-related projects.*

- taking an EMT class (Public Safety, Patient Care & Emergency Responder CTEs)
- completing Fire Chief's Academy (Public Safety CTE)
- teach art lessons in JH ASP (Education CTE or Fine Arts CTE)
- raise a lamb (Agriscience CTE)
- organize and host a cattle jackpot show at Fairgrounds (Agriscience CTE)
- build a robot (STEM CTE)
- preparing a meal for students or staff (Culinary Arts & Hospitality CTE)

### **Community Service**

- helping with AV Animal Rescue or at the Ukiah Animal Shelter
- helping with the Food Bank or at Plowshares
- volunteer at the Senior Center
- fund-raise to provide local foster children with personal supplies

### **Service To The School**

- leading an after-school fitness program
- directing or producing a dance show
- teaching math, reading, Spanish, or art at AVES
- teaching intervention (texting & driving, etc)

### **Design, Visual, or Media Arts Project**

- designing a web site
- creating a film
- using existing software to design an app for KZYX listeners to stream radio broadcasts on their smartphones
- using JAVA programming language to build artificial intelligence
- producing a CD of music or oral history

### **Artistic Or Craft Project**

- welding a metal bench

- writing and illustrating a biography of a border crossing
- directing an act to perform at the Variety Show

### **Hands-on Learning Project**

**(such as working with animals, plants, food, vehicles, wood, etc.)**

- growing vegetables for the school's salad bar
- replacing an engine
- training a service dog

### **Learning A New Art, Skill, Or Sport**

- learning and performing *karate*
- taking a yoga class or a martial arts as a novice student
- forging a sword

### **Investigation or In-depth Inquiry**

- finding out how meth affects individuals, agencies, and the community through a series of interviews culminating in a report given at Oral Presentations in addition to the research paper
- interviewing different people affected by alcoholism and presenting the findings during junior high Advisory

**Annual Service to School Projects we need help with:**

--Sober Grad Committee & Trip Organizer: This senior would 1) organize a diverse group of parents and students to form a Sober Grad Committee in early fall. 2) Following the Sober Grad guidelines, the student, with the committee, would be involved in planning the Sober Grad trip, which occurs immediately after graduation.

--Fund-raiser for Sober Grad Events: 1) This senior would serve on the Sober Grad Committee, working with parents and classmates 2) to organize senior class fund-raisers with the goal of funding graduation, the local Sober Grad event, and the Sober Grad Trip out of town.

*The Sober Grad Trip Organizer Project and the Sober Grad Fund-raiser Project may not be combined. Both Sober Grad Trip and Sober Grad Fund-raising Projects require the senior to meet regularly with the high school principal and/or superintendent to set clear rules and guidelines for participation in the trip.*

--The third annual project is fund-raising to help buy a sound system for the gym.

**Career Exploration**

*Job Shadow is no longer a Senior Project option except for students with a specific individualized educational plan. Components of Career Exploration may be incorporated into Community Service, Service to the School, Making a Physical Project, Learning a New Skill, or Investigation. Senior Seminar class has a required Job Shadow component to be completed in Semester I.*

## **Project and Mentor-- FAQ's**

### **Does my Project have to include community service?**

No. Community service is not a required component. However, including a component in your project that "benefits others" will add points to your project score.

### **Does the length of my project affect my score?**

Yes. Ambitiousness is part of how you will be judged. However, we would rather see a well-done and modest project than one that cannot be accomplished because it is too ambitious.

### **May I count my hours spent organization, planning, or on transportation?**

You need to spend 15 hours actually doing your project. This needs to occur outside school time and outside class credit. Beyond your minimum 15 project hours, you may count the organizational, planning, and transportation hours as extra hours.

Example #1- You are planning tutoring lessons to tutor reading. 15 hours must be spent working with students on reading. The extra planning hours may also be counted.

Example #2- You are job shadowing a mentor in Fort Bragg. You need to actually observe your mentor for 15 hours. You may count your travel time as extra hours.

### **What if I need to be absent during school time to do my project?**

We cannot count absences from school to work on senior project as excused. It is also not acceptable for students to cut classes to work on the research paper, portfolio, or other last-minute project deadlines.

### **May I ask a teacher to be my mentor?**

Yes. Some teachers enjoy mentoring and value the chance to work with you on an individual project. Some projects naturally lend themselves to a school mentor.

Keep in mind, though, that the Senior Project was created to help students build a bridge between school and the Real World. *We strongly encourage you to make a connection with an adult mentor off-campus in the community.*

### **What are the rules for choosing a mentor?**

Mentors need to be at least 21 years of age. They need to be able to read and write Senior Project documents (we will translate documents for you into Spanish, if necessary).

Also important: Choose a mentor who understands the importance of the project and has a sense of high school expectations and deadlines. Some students have had problems with mentors who leave town unexpectedly or become difficult to contact, so try to communicate the need for a clear time commitment from your mentor when you begin the planning phase. Be

sure to obtain a Letter of Introduction and the Mentor's Role Handout to give to the person you hope will be your mentor. It will help you explain the mentor's role.

### **How will my project be judged?**

A panel of teachers will first grade your Portfolio, paying special attention to your Project Goals and Senior-Mentor Agreement Proposal; then a small panel of teachers and community members will listen to your Speech and score your overall Project. They will use a set of guidelines, then give you a score for the quality of your Project, the quality of your Speech, and how well you answered questions. The Log documenting how you accomplished your project is very important. Ability to speak about your Project experience in academic language is important. Ability to reflect on how the Project experience benefited you is also important. You will also get points for meeting each important deadline throughout the year. (And you lose points for not meeting deadlines.) The judges' scores are averaged for a total score. The judges' decision is final.

In judging you, one of the first questions they will ask is, "Did the student do what s/he committed to in the Letter of Intent and the Senior-Mentor Agreement Proposal?"

These are the approximate weights and categories for the judging criteria:

- 30% -The Project
- 30%- The Portfolio, with the Paper
- 30%- The Presentation
- 10%- Meeting deadlines.

## Advice and Restrictions for Certain Project Types

### Special Instructions for Projects in the Field of Coaching and Athletics

Coaching is a job involving many skills. The coach you see on the volleyball or basketball court, or on the football or soccer field, puts in a lot of behind-the-scenes effort before the game begins. If you are considering a project coaching a sport or running a sports clinic, there are several things to keep in mind:

1- Preparing to coach a practice is a lot like preparing a classroom lesson plan. Are you willing to put in preparation time to make each practice run smoothly as your young athletes learn a progression of skills?

2- What is the age group you will be working with? Are you prepared to handle the social and emotional challenges of this age group?

3- Are you being realistic about the amount of time involved? Can you commit yourself to a practice schedule (in which you will arrive earlier and leave later than anybody else)? Have you factored in travel time to games, if there will be games? What about the time it takes to coordinate a practice space and travel arrangements? What if the weather doesn't cooperate? How will you advertise and get players to participate? If you are an athlete, will your own practice and game times conflict with your coaching schedule? Will you be missing school to do this?

4- Your Senior Project should be a stretch of existing skills. How will this project help you in the real world after high school? Does it support your career goals?

After giving careful thought to these questions, you should address these special requirements before a coaching-related project will be approved:

1. An adult faculty member or community member must supervise ALL PRACTICES AT ALL TIMES.
2. This adult will function as a mentor. You are responsible to communicate to this person a complete practice schedule and game schedule.
3. These considerations should be shared with your coach-mentor, who will be helping you draft your Senior-Mentor Agreement Letter that you will both sign.
4. If you are proposing to do a coaching project, please address all of the considerations listed here in your **General Letter of Intent and in your Senior-Mentor Agreement Proposal**.
5. IMPORTANT NOTE: CIF rules no longer allow high school students to serve as coaches for junior high students. This is based on a rule involving "undue influence." Seniors wishing to do coaching projects may work with elementary-school age children or high-schoolers.
6. Many other CIF guidelines exist that will determine what your project coaching-related will look like. Please speak with the athletic director to get advice before beginning to plan a coaching-related project.

### **Projects occurring in the fall or winter**

Since the regular Senior Project Timeline does not begin until the end of February, any projects done in the fall or winter will require Early Approval. *Read more about Early Approval below.*

**We are no longer approving fall and winter projects unless they also have a spring component.** In other words, we are no longer approving projects that finish in October, November, December, January, or February. For example, if you intend to do a project at Christmas and you file an Early Senior-Mentor Agreement Proposal, that project plan needs to include an event in late February, March, or April as well. Include this Spring Component in your Senior Mentor Agreement Proposal Planner of Steps. We cannot approve a project without a Spring Component. We cannot approve projects that involve your missing school days attached to Winter Holiday or Winter Independent Study.

### **Community Service**

Many groups in our community do ongoing service projects. Groups such as the Lions, the Booster Club, the Unity Club, and the Independent Career Women may already have a project in mind that they could use help with. If you are able to accomplish your project with an already-existing service group, you will be able to spend more time serving others and less time setting up your project.

## **Fund-raisers**

We have poverty and need in our local community, but it is also acceptable to fund-raise for a state, national, or international agency. If you decide on a fund-raising project, we expect to see a realistic target amount named in Section I (Goals) of the Senior-Mentor Agreement Proposal.

We are no longer approving fund-raisers that rely on door-to-door solicitations, money cans-- including manning a booth with a money can-- or food donation bins. If you intend to fund-raise in order to donate to an agency, you may accomplish this with:

- polished letters sent to, or speeches presented to, service agencies;

- fund-raising dinners or events;

- auctions or raffles. (According to ASB Rules, if you hold a raffle for cash, the split is 80% to the school and 20% to the winner.)

## **Documenting the Financial Aspects of Your Senior Project**

It is important to be able to show the judges that you have kept track of the costs of your senior project.

-When to use a Balance Sheet: Use the **Balance Sheet in the Senior Project Manual** if you are **spending your own money** on a project. For example, your project is give a presentation in ASP, and you decide to spend \$20 on materials for the presentation.

-When to use a Donor Sheet: Use the **Donor Sheet in the Senior Project Manual** if you have **solicited donations** of materials or have obtained a grant from the AV Education Foundation. For example, you received a donation of lumber from a local lumber yard in order to build a bench to be donated to the school. All donations need to be approved by the School Board. You will need to plan ahead to get this item placed on the school board's agenda. Speak with the principal about whether you will need to appear in person at the board meeting.

**-For projects centered on fundraising**, whether these funds will go back to the school or to a charitable organization, please follow these additional guidelines below:

Projects that involve **fundraising at school**, with the proceeds or product of that fundraising to be given to the school, need to be approved by the Associated Study Body Student Council. Please plan to fill out the full **Student Council Fundraising Packet** and get the **Student Council's approval** before you begin collecting funds. (All fundraisers must also be approved by the School Board.) Of particular importance, see the worksheet on pages 112-113 of the ASB Fundraising Packet, or see the additional link accompanying this manual:

[<http://fcmat.org/wp-content/uploads/sites/4/2017/08/2015-ASB-Manual-w-8-2017-updates-final-print.pdf>]:

- Predict in Estimated Sales how many tickets or items you hope to sell;
- Record how many tickets or items you actually sold;
- Calculate the difference between prediction and sales;
- Explain any shortages.
- Save all your receipts. Keep good records.**

In the planning stages of your project, be sure to explain how you will use the funds. For example, if you plan to make fundraiser by making fruit cups to sell at the Spring Carnival, you will need to state in your Senior-Mentor Agreement proposal whether you will pay for the fruit and the cups with your own money, or whether you intend to pay yourself out of the profits of the sales. (You may not change your mind about this after your project begins.)

Part of the completion of your project will be to complete the Student Council Fundraising Packet and submit it to Student Council. The judges will expect to see your accounts balancing when they review your portfolio.

Examples of types of projects involving fundraising:

- Selling raffle tickets to win a donated prize. The profits are donated to the Gym New Audio System Fund.
- Taking orders for tamales to be made off-campus in a church kitchen. The tamales are sold, with proceeds going to St. Jude's Children's Fund.
- Selling tickets to a winemaker's dinner at a local winery. The profits go to Juvenile Diabetes Foundation.
- Organizing a soccer tournament. Funds are collected to pay the use fee of the soccer field. The profits are given to the school Athletic Fund.
- Selling raffle tickets at high school basketball games, winner gets a pair of tickets to a Warriors' game. The raffle profits are donated to Humane Society.
- Organizing a spaghetti dinner and using the proceeds to buy backpacks for the foster children at Redwood Children's Center.
- Selling an item to create a scholarship fund for local students.



## **Field Trips**

A great deal of planning goes into a field trip in order to make it a success. If your project involves a field trip, please make an appointment to meet with the high school principal before submitting your Senior-Mentor Agreement Proposal. The principal will be able to enumerate the many steps involved, including but not limited to:

- permission forms;
- teacher and parent notification;
- two-week notice to teachers if students will be missing class;
- generating a list of attendees;
- contacting the Head of Transportation and booking the bus;
- the required student-adult ratio;
- ordering lunches;
- planning the trip's itinerary to keep attendees busy.

## **Planning a Presentation, Assembly, or Viewing of a Film**

For any project involving group instruction or an audience, you should get the content of your presentation previewed by a mentor, supervising teacher, or administrator. Let the content of your presentation and its intended audience be your guide. If your project is to present a short assembly, for example, make sure that a good outline of the assembly's content is presented to your mentor weeks in advance. If your project is to create and show the graduation movie, the film should be completed in enough time that the principal can view the images and listen to the lyrics of the accompanying music before it is shown to the public. If you intend to use Presentation software or a video clip for your Oral Presentation, be aware that the content needs to be appropriate for students in the audience who may be as young as eleven.

## **Instructions for the General Letter of Intent**

*It is recommended that you make a back-up copy of this document.*

Seniors use the **General Letter of Intent** to propose their basic Senior Project idea and the subject area of their Research Paper to a faculty committee. The more advance thought and effort you put into the planning of your project now, the easier the process will be as the project progresses.

Faculty Committee will consider your letter and approve it or suggest revisions. They will inform you if your plans are realistic, too modest, or too ambitious. They may also suggest community contacts or other paper topics. **The Letter of Intent is a commitment to a general area of interest. A second document, written jointly with the senior and the mentor, will outline the project in more detail.** *(See Senior-Mentor Agreement Proposal below.)*

Type your General Letter of Intent in proper business letter format. Address your letter to:

The Senior Project Committee  
Anderson Valley High School  
P.O. Box 130  
Boonville, CA 95415

A letter that is not written in correct English or is not in business format will not be approved. Sign you letter in blue or black ink. Unsigned letters will not be considered until signed. *(See Write for College page 134-135 or College Writer 408-409.)*

Note #1: You can't get credit for hours spent on a project until after your Senior-Mentor Agreement Letter has been approved. However, we do sometimes "grandfather in" hours by special request.

Note #2: Your paper and your project must be related in general subject area (medicine, education, animals, etc.), but they do not have to be on the exact, same detailed topic. You may not write a how-to research paper that describes how you did your project.

Note #3: Once you have written your research paper, you are committed to doing a project that relates to it.

Here's what you need to cover in your Letter of Intent:

- Identify the general area of interest of your paper and project (sports, automobiles, education, engineering, medicine, animals, poetry, the culture of a specific country, etc. etc.) Say what interests you about it and what experience, if any, you already have in it.
- Identify the category of your project (*“Project Possibilities”*): Community Service; Investigation; Service to the School; Artistic or Craft Project; Working with Vehicles, Plants, Animals, or Food; Digital/Technological; or Learning a New Skill, Art, or Sport. (*Projects are often a combination of categories.*) Be as specific as you can in describing your project goals and how you will accomplish them, but know that we do not expect you to declare all the fine details until you write your Senior-Mentor Agreement Proposal.
- If you are applying for Early Approval, state that with your reasons here.
- Identify your paper topic. Give a general overview of what you intend to research and where you plan to find out about it. (If your paper changes, there is a simple, short letter of explanation you can write.) (*See Change of Paper Topic, p. 15.*)
- Make it clear that you understand what plagiarism is by defining it in your own words. Write a commitment that you will not plagiarize when researching and writing your paper. A definition of Plagiarism and Cheating and the consequences may be found in the Student Handbook. Please review the whole definition before writing this section. You will also find definitions in the *MLA Guide* and *College Writer*.

### **Accomplishing the Senior Project – The Basic Steps**

- Talk over your project plans with friends, family, teachers, and community contacts.
- Write your **General Letter of Intent** (*see page 10*). If a **Write-back** is required, do that in a timely fashion.
- Find a **Mentor** (*see pages 5 & 13*). Give your mentor a letter of introduction about the Senior Project. Give your Mentor the Student's Role / Mentor's Role document. *You will be graded on giving your mentor these introductory documents.*
- Design your project with your mentor, completing the **Senior Mentor Agreement Proposal** (*see page 16*). Once you have submitted this co-signed proposal, you should begin your project according to your timeline.
- If your proposal requires a **Write-back**, do that in a timely fashion.
- Keep a **Log** of your hours (*see page 23*) and turn that in on the set due date at the middle of your project.
- Continue logging your hours.
- Show log to mentor, who will fill out a **Verification** of your project's completion.

## The Student's Role and the Mentor's Role in the Senior Project

<b>Student's Role</b>	<b>Mentor's Role</b>
<p><b><u>Early planning</u></b></p> <p>Consider the Senior Project requirements and possible senior projects suited to you.</p> <p>Consider possible adult community members to ask to help you as a mentor.</p> <p>Write the General Letter of Intent and submit it for faculty approval.</p> <p>Approach a potential mentor with your project idea. Provide the potential mentor with this document and with <u>a letter of introduction</u>.</p>	

<p><b><u>Project design</u></b> Set a project goal, and make an outline and timeline in advance of meeting with mentor.</p> <p>Meet with your mentor and share information on project requirements.</p> <p>Work with your mentor to design a project which:</p> <ul style="list-style-type: none"> <li>-fits the March-April timeline and can be verified by May 1. (Or seek Early Approval with a clearly planned Spring Component.)</li> <li>-has a clear goal, description, and outcome;</li> <li>-has clearly defined stages or steps, with mini-deadlines;</li> <li>- projects a realistic number of total hours;</li> <li>-has a clear “half-way point” that can be measured.</li> </ul> <p><u>Provide your mentor with a copy of the Senior-Mentor Agreement and the school’s response with our comments and concerns.</u></p>	<p><b><u>Assist with project design</u></b> Please look over project requirements and the student’s early project plans.</p> <p>Work with the student to design a project which:</p> <ul style="list-style-type: none"> <li>-challenges the student but is realistic, given his existing skills and available time;</li> <li>-fits into a March-April timeline and can be completed and verified by May 1. (Or the student may seek Early Approval.)</li> <li>-has a clear goal, description, and outcome;</li> <li>-has clearly defined steps, with mini-deadlines;</li> <li>-projects a realistic number of total hours;</li> <li>-has a clear “half-way point” that can be measured.</li> </ul> <p><u>-After you have co-signed a Senior-Mentor Agreement that describes the project, please make sure to ask the student for a copy of the agreement with our comments on it.</u></p>
<p><b><u>Mentor contact</u></b> Take initiative to contact your mentor, as agreed upon in the Senior-Mentor Agreement.</p> <p><u>Respond promptly and completely to your Mentor’s calls and emails. This includes calls to you through the school, at your home, on your cell, via text messages and by emails.</u></p> <p>Be prompt and reliable when you have</p>	<p><b><u>Contact with student</u></b> Please be available to meet with the student as agreed upon in the Senior-Mentor Agreement.</p> <p>Please contact the student and Project Coordinator if unforeseen events prevent you from being available March or April.</p>

<p>agreed to meet your mentor at a specific time and place.</p> <p>Give your mentor a list of important project due dates, such as Check Point and Verification. Offer to provide a copy of the Timeline.</p>	
<p><b><u>Logging hours &amp; other records</u></b>  Keep a Log of Hours on the school form.</p> <p>Make sure to meet the mini-deadlines, or reflect and adjust if you are encountering project difficulty.</p> <p><u>A Log of Hours reviewed and initialed by your mentor must be submitted to the office by the Check Point due date.</u></p> <p>Any projects which involve spending money—your own or that obtained from others—must include a Balance Sheet. This includes spending money on materials for publicity and fund-raisers.</p>	<p><b><u>Oversee Log of Hours &amp; other records</u></b>  Please meet with student at the half-way point of the project in advance of the Check Point due date. <u>Read over the Log of Hours and initial it.</u></p> <p>Check in with the student to verify that a Balance Sheet is being kept (if the student is handling money as part of the project).</p>

<p><b><u>Arranging mentor verification</u></b>  When your project is complete, contact your mentor to review goals and steps.</p> <p>With your mentor, discuss what you learned from the project and whether you have met your goal. Be sure to do this several days in advance of the Verification due date.</p>	<p><b><u>Verifying the completed project</u></b>  We will send you a Verification form by mail. Please be sure to provide your mailing address on the Senior-Mentor Agreement Proposal.</p> <p>Please be available to meet with the student in person or by phone to discuss the project outcomes and the student’s reflection on the project’s success.</p> <p><u>Please review the second half of the student’s Senior Project Log of Hours. Please fill out and sign the Mentor Verification of Completed Project and submit to office by the due date.</u> Your honest feedback on this verification is one of the key documents judges look at for their evaluation.</p>
<p><b><u>Honoring the mentor’s effort</u></b>  Invite your mentor to your Oral Presentation when you know the date, time, and location.</p> <p>Thank your mentor publicly. You may also wish to write a thank-you card or give a small gift of appreciation.</p>	<p>Thank you very much!</p>

## Instructions for the Senior-Mentor Agreement Proposal

To help students learn project-planning skills, we have provided this Proposal Planner. A final draft of this Planner should be submitted as the Senior-Mentor Agreement Proposal.

Students should write the **Agreement Proposal** with their mentors. We recommend that the student meet with the mentor to create a rough draft of the Agreement; the student should correct, type and edit it, and then present it to the mentor to sign. Here's what the student needs to cover in your Agreement Proposal:

### Senior-Mentor Agreement Proposal

It is recommended that you make a back-up copy of this document. Please type your responses in the boxes, checking your work carefully. The judges will see this document with our comments on it. It is fine to use bulleted notes.

**Student's full name** \_\_\_\_\_

**Date** \_\_\_\_\_

### I- Goal, Description, and Outcome

What is the Project Category(s) – (Look at Page 4, “Project Possibilities.” You may have a project that is a combination of types.	
Project Goal -- What do you intend to make, do, learn, or experience? This should be measurable (think SMART goals).	
Project Description – Details about how you will accomplish the Project Goal.	
Project Outcome – What will you show the judges to demonstrate that you have accomplished the project	

goals?	
<i>The judges will look at your goal, description, and outcome in order to evaluate your project when it is finished.</i>	

## II – Mentor Information

Mentor's name	
Mentor's complete mailing address, including the zip code	
Mentor's daytime phone number	
Mentor's email address	
What will the mentor's role in the project be? (You will be graded for meeting as often as claim you will meet.)	
How often will you be contacting your mentor? (You are required to meet at least three time, at the beginning, middle, and end.) Through what method will you contact your mentor?	

## III – Planner of Project Steps

Step #	Describe each step of the Project. These should lead to accomplishing the Project Outcome described in Section I, "Goals, Description, and Outcome." Be very detailed in describing each step of your plan.	Anticipated hours this step will take?	Personal Mini-deadline (date you intend to accomplish this step by)



#### IV- The Check Point and a Total of Projected Hours

<p>Half-way through the project, students are required to submit a detailed log initialed by the mentor. (<i>See the timeline to set this deadline.</i>) The purpose of this log is to show us you are making adequate progress. Looking your planner, which steps should you have accomplished by the half-way point?</p> <p><b>For Early Approval projects: Please set your own half-way point based on when <i>you</i> will be half-way through with <i>your</i> project.</b></p>	<p><b>By _____ (date), I will be half-way done with my project, having accomplished the step involving _____.</b></p>
<p>Using your planner, how many total hours are you anticipating the project will take?</p>	<p><b>I expect my project to take a <u>total</u> of _____ hours.</b></p>

#### V- Documentation

<p>How will you document your project? All students are required to keep a Log. Looking ahead to your Portfolio and Presentation, how else will you demonstrate that the project occurred?</p>	<p>In addition to a Log, list items you will use to document the project, such as receipts, a Balance Sheet, sketches or designs, practice logs, photographs, videos, etc.</p>
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#### VI- Materials, Cost, and Transportation

<p>What materials will be needed for this project? <u>If you will not need materials, please say so.</u></p>	
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<p>Will there be cost involved? If so, how will you pay for the project? <u>If there will not be a cost, please say so.</u></p>	
<p>What are your transportation needs, and how will you meet them? <u>If you will not need transportation, please say so.</u></p>	

Note: If you have additional considerations or remarks, please fill out Section VII below. If you are seeking Early Approval, please fill out the Section VIII below. Please make sure to date and sign your proposal, Section IX.

**VII- Additional Considerations**

*If your project will involve the cooperation or permission of other adults, please also consider getting their comments and approval in the space below.*

*Example 1- Are you hoping to do a presentation to an elementary school audience? You should show this proposal to the teacher you hope to work with and to the elementary school principal.*

*Example 2- Are you hoping to do a project involving use of the gym? You should show this proposal to the PE teacher and to the athletic director.*

*Example 3- Are you hoping to add a structure, such as a bench, to our school grounds? Or are you hoping to change an existing structure, such as mounting a sign? You should speak with Head of Maintenance and/or Head of Grounds-keeping and the school principal.*

Describe any **additional considerations**. You are advised to get a hand-written comment and signature from any other adults whose help is crucial to the success of your project:

**VIII- Early Approval**

*If you are applying to begin your project before the official start date, please read “Early Approval” on the next page and state your reason below. Even if you already stated this in your General Letter of Intent, please again declare your intent and reason to begin early below:*

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**IX- Signatures**

Print student’s name below:	Sign student’s name below:	Date:
Print mentor’s name below:	Sign mentor’s name below:	Date:

**Once approved, this Agreement Letter becomes a formal commitment involving you, your mentor, and the school. If you need to substantially change your project, you'll need to submit a new Senior-Mentor Agreement Proposal with both signatures.**

## Guidelines for Early Approval

The senior project is normally carried out from the end of February to May 1. If you have a legitimate reason to begin your project earlier, you need to apply for **Early Approval**.

Because Early Approvals involve several teachers gathering for a special reading of your project planning documents, there are now set times when Early Approvals will be considered: You may turn in a General Letter of Intent at any time (allow two weeks for our reply), but we only convene a Faculty Committee at these times: 1) At the end of Quarter 1; and 2) On the first Tuesday of December; and 3) in other very special situations.

What's a legitimate reason to apply for Early Approval? Here are some:

1) Your project can't be done in the spring. For example:

Example 1: You're helping to coach elementary school basketball in the winter (with a spring fund-raising component).

Example 2: You are helping to teach a junior high science class, and it fits into the teacher's curriculum to do this January through March.

2) *Or* Your project runs all year, either because it's scheduled that way, or because you need the whole year to complete it. For example:

Your project is to be the student rep. on the school board.

You are doing stream restoration and need to collect data over 6 months' time.

You are documenting the whole year in a film and will need additional editing time, beyond two months' worth.

3) *As well*, in order to avoid competing with several other seniors at the same time for community funds, we recommend that all fund-raising projects be done as Early Approvals.

4) *Or* you're involved in a community project, which will occur earlier than March. For example:

You're helping with pet adoption through Anderson Valley Animal Rescue, and there is a dire need to begin helping immediately.

5) Regardless of what form your Early Approval Project takes, make sure your project has a Spring Component that occurs late February through late April. We are not longer approving project that is over before spring begins.

Just wanting to get the project “over with” so you can check it off your Senior To Do List is not a viable reason for early approval.

To apply for early approval, please submit the General Letter of Intent covering the project type, category, goal, reason for Early Approval, paper topic and plagiarism. Next, plan a meeting with the Senior Project Coordinator, and then submit the **Senior-Mentor Agreement Proposal**.

Note: Judges tend to expect a lot from a senior who starts the project early and has more time to complete it. Be sure to use Early Approval to your advantage, if you ask for it.

**Expectations in Summary:** Until your Mentor Agreement Proposal is approved and your request for early approval is granted, you will not get credit for any hours put into your project. Don't do your project and then apply for approval. It won't work.

### **Early Approval Steps**

*Use the Senior Project Manual's instructions and models to help you accomplish an early senior project.*

1. Write an outline of a General Letter of Intent. You are encouraged to already start finding a mentor at this stage. Meet with Senior Project Coordinator and revise the content. Submit the letter. It will take about two weeks to hear back. (*See General Letter of Intent Instructions.*)
2. Find a mentor using the Letter of Introduction and the Roles Handout while you are waiting to hear back about your General Intent. Start outlining your Senior-Mentor Agreement Proposal. Set your goals for the project and then use the planner to work backwards to plan how to get to your goal. Don't forget your Spring Component. It will take about two weeks to hear back. (*See Senior-Mentor Agreement Proposal Form.*)
3. The Senior Project Coordinator will send your mentor a verification and evaluation to the address you supply.
4. Begin your project, logging your hours carefully and staying in touch with your mentor. (*See Log 1 and 2.*)
5. Be sure to submit a signed Log of Hours at the Check Point deadline you set for yourself. You will need to remind yourself of this deadline. Your project should now be half over.
6. Continue and complete your project, logging your hours and staying in touch with your mentor. Be sure you are documenting your project and saving evidence of its occurrence.
7. Complete the portfolio and speech on the regular timeline, unless you have an accommodation to present sooner.

## **Project Amendments & Paper Topic Changes**

### **Project Amendment**

It is natural that your project plans will change a little bit as you fine-tune the details. The Oral Presentation Judges will look at your Senior-Mentor Agreement Letter and judge you based on your project design. If you make a significant change to your project, please submit an amendment (see below).

Example of a reasonable Project Amendment:

*You committed to deliver hot meals to senior citizens as your Senior Project. You discovered there is already a Hot Meals Program for the elderly in our community, so you volunteer with that organization, instead.*

Example of an unacceptable Project Amendment:

*You committed to an ambitious project of designing a web site based on AV history. You're running out of time and ask if you can just make a poster, instead.*

### **Paper Amendment**

Teachers and judges do not expect your research topic to be extremely well-developed before you begin your research. It is expected that your topic will change somewhat as you synthesize available sources and learn more about the subject.

\*If your paper topic is simply refined, you do not need to amend.

\*If you choose to do a topic recommended to you by the faculty in response to your letters, you do not need to amend.

**\*If your paper is dramatically different than your original plan, please amend. This is to avoid confusing the judges when they view your portfolio.**

For either a project or paper change, write *a very brief business letter* explaining the original plan, the new plan, and why you are changing. Be sure to explain how the new paper topic relates to the project. We will only contact you if it looks like there may be a problem.

## Logs

**The Check Point Log, the Log of Completed Project, and the Self-Evaluation Statements** are required as documentary evidence of your work on your Senior Project. They should be included in your **Portfolio**, along with the **Verification Form**. (The Verification Forms are sent to mentors, who send them back. We will make copies for you before the Portfolio due date.)

The members of your Oral Presentation Judging Panel will review the Log, the Self-Evaluation, and the Mentor Verification, together with your Research Paper, Letter of Intent and Senior-Mentor Agreement Proposal. These items, as well as College and Career Readiness sections done in Senior Seminar, will comprise a Portfolio to give the judges a sense of your experience with your project and your other preparations for Life after High School.

**Anderson Valley Senior Project- Log Part 1: Check Point**

See Timeline. This log is due \_\_\_\_\_

*Print a copy of this Log for your records. Please do not print the whole Senior Project Manual. Please ask for helping printing a single page of this document if you need it.*

Show this log to your mentor at the half-way point, get it initialed, and submit it in the office by the due date. It will be reviewed for Mentor Verification and Project Judging.

*For Early Approvals: Fill this out at the half-way point of your project. Do the logging, describing, and analysis of meeting deadlines early and submit it to the Project Coordinator with your mentor’s initials.*

Senior’s Name \_\_\_\_\_

Title of Project \_\_\_\_\_

Number of hours you predicted project would take? \_\_\_\_\_

date (m/d/y) + times	description of activity (include names, dates, times, places, activity type, and details of what you accomplished)	hours & mins. spent	Does this step put you on time, ahead of schedule, or behind your Senior-Mentor Agreement Proposal? <u>Analyze and reflect.</u>

		Sub-total of hours & mins. so far.	

Add lines by using "Table," "Insert" and "Row below."

Student signature \_\_\_\_\_ date \_\_\_\_\_ Mentor's initials \_\_\_\_\_

Sample Log Entry

Senior's Name – *Jane Student*

Title of Project – *Tutoring Junior High Students*

Number of hours you predicted project would take? 25

date (mo./day/yr.) + times	description of activity (include names, dates, times, places, activity type, and details of what you accomplished)	hours & mins. spent	Does this step put you on time, ahead of schedule, or behind your Senior-Mentor Agreement Proposal? <u>Analyze and reflect.</u>
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<p>2/29/13 3:30-4:15 pm</p>	<p><i>I met with the junior high math teacher Mr. Jones, the junior high history teacher Mrs. Lopez, and the junior high English teacher Mr. Silver to discuss which students are struggling in two or more core classes. We developed a list of students to recruit for after-school tutoring.</i></p>	<p>45 mins.</p>	<p><i>I am on time with Step 1, which I said I would accomplish this by March. This is because I started when I said I would and set up the meetings with the teachers with enough advance notice that I was able to coordinate around their schedules. I also developed a plan before our meetings.</i></p>
<p>3/4/13 3:30-4:15 pm  4:15-5:15 pm</p>	<p><i>My mentor had advised me that students don't always go to after-school tutorial voluntarily, so I decided to find motivation. I wrote a parent letter in English and Spanish to send home after I got it approved and proof-read. The letter will go to the parents of students on my Target List and will describe my tutoring services and when it is available. (I will put a copy of these letters in my Portfolio.)</i></p>	<p>Letter in English- 45 mins.  Letter in Spanish- 1 hour</p>	<p><i>I am on time with Step 2. Reflecting on this, I am realizing that teachers plan a lot behind the scenes. The time spent with students is only part of what they do to deliver instruction.</i></p>

<p>3/5/13 10:00-10:30 am</p> <p>10:30-11:00 am</p>	<p><i>Editing the parent letter after mentor helped with proof-reading.</i></p> <p><i>Addressing and mailing letters, including obtaining addresses from office staff and buying envelopes &amp; stamps. (I need to put the small expenditure of the envelopes and stamps on my Balance Sheet.)</i></p>	<p>30 min.</p> <p>30 min.</p>	<p><i>I am on time with Step 2., but I realize I need to push to get students to start attending my sessions, because there are only 8 weeks left of the project! I am pleased to have made this step according to my plan because getting the letters proof-read and checked by a bilingual teacher took longer than I thought it would. Reflecting on this, I realize that documents that have to be sent home take a lot more time than I realized.</i></p>
<p>3/5/13</p>	<p><i>I acquired copies of the texts for history, math, and English so I could familiarize myself with what the junior high students are expected to know.</i></p>	<p><i>Acquiring the texts- 15 min.</i></p> <p><i>Looking over the texts- 30 min.</i></p>	<p><i>I have now accomplished Step 3, but I am running a little bit behind, because in my planner, I said I would already be working with students at this time. In reflection, I am realizing that teachers do a lot of studying in order to teach!</i></p>

<p>3/6/13 3:30-5:00 pm</p>	<p>9 of my 12 target students stayed after school. We met in the library and decided to work on English on Mondays, math on Tuesdays, and history on Wednesdays. Thursdays will be for helping with any class that has a big project due. Since today was a Wednesday, we went ahead and worked on Ancient History and US History. I divided the students into grade level groups and went between the groups.</p>	<p>1 hr 30 min</p>	<p>I am pleased to have begun my work with the students. When my letter reaches their houses, it will help me maintain good attendance for my tutoring sessions. Whew! That was a lot of work to get my tutoring sessions launched. I am finding the students are eager to work with me but I will need to continue to find ways to motivate them to do their best work.</p>
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...Before Jane Student submits her log, she will total her hours and minutes, sign it, and get her mentor's initials.

## Anderson Valley Senior Project- Log Part 2: Project Completion

This should be completed and included in your Portfolio. You do not need to submit it separately.

*You may print a copy of this Log for your records. Please do not print the whole Senior Project Manual. Please ask for helping printing a single page of this document if you need it.*

Show Logs 1 & 2 to your mentor as proof that the project occurred.  
They will be reviewed for Mentor Verification and Project Judging.

*For Early Approvals, fill this out for the second half of your project. Do the logging, describing, analysis of meeting deadlines, and signing early. Save it for your portfolio.*

Senior's Name \_\_\_\_\_

Title of Project \_\_\_\_\_

	Subtotal of hours & mins. from Log 1: _____		
date (mo./day/yr.) + times	description of activity (include names, dates, times, places, activity type, and details of what you accomplished)	hours & mins. spent	Does this step put you on time, ahead of schedule, or behind your Senior-Mentor Agreement Proposal? <u>Analyze and reflect.</u>

		Total time spent (hrs. & mins.)	

*Add lines by using "Table," "Insert" and "Row below."*

Student signature \_\_\_\_\_ date \_\_\_\_\_

Mentor signature \_\_\_\_\_ date \_\_\_\_\_

## Anderson Valley Senior Project Balance Sheet

*If your project involves spending your own money or asking for a donation, please use a Balance Sheet or a Donation Sheet. (Remember, donations need to be approved by the School Board.) The judges will review this record.*

*Save all receipts and other records of financial transactions.*

**If your project is a fund-raiser, see the instructions below and on pages 11-12.**

date (m/d/y)	(+) Money received (describe source, such as donation, grant, or personal savings)	(+) \$ Rec'd	(-) Money spent (describe what you spent it on and where)	(-) \$ Spent	\$ Balance

*Add lines by using "Table," "Insert" and "Row below."*

Note: For Fund-raiser projects, be very specific about the source of each donation. Fund-raiser projects are not considered complete until the amount earned described on your Balance Sheet has been received by the intended charity. Please be prepared to show acknowledgement from the charity that the funds were received.

If you solicited a **donation of materials**, please describe with an itemization below:

date (m/d/y)	(+) Donated materials received. Describe donor and itemize the donation.	(+) \$ Value of donated materials	\$ Balance

Projects that involve **fundraising** at school, with the proceeds or product of that fundraising to be given to the school, need to be approved by the Associated Study Body Student Council. Please plan to fill out the full **Student Council Fundraising Packet** and get the **Student Council's approval** before you begin collecting funds. (All fundraisers must also be approved by the School Board.) Of particular importance, see the worksheet on pages 112-113 of the ASB Fundraising Packet:

- Predict in Estimated Sales how many tickets or items you hope to sell;
- Record how many tickets or items you actually sold;
- Calculate the difference between prediction and sales;
- Explain any shortages.
- Save all your receipts. Keep good records.**

## **Letter to Panelists and Self-Evaluation Statement**

The **Letter to Panelists**, also known as a Letter of Introduction or Cover Letter, is the first thing the judges see when they open your **Portfolio**. It is a positive-sounding invitation to learn more about your Project experience. This may be a chance to personalize your portfolio a bit with details about your plans after high school. This is not a place to make excuses or discuss personal hardships. Follow the Cover Letter instructions from the Career Unit in Senior Seminar to write this letter.

The **Self-Evaluation Statement** summarizes your project as a personal learning experience.

### **Pre-writing**

- Re-read your Letter of Intent and Senior-Mentor Agreement Proposal.
- Reflect on how the project met your expectations or surprised you.
- Analyze how well planned your project's steps leading to the final outcome in your goal.
- Think about the social and communication aspects of the project.
- Were you a good communicator with your mentor and others involved in the project?  
Were you reliable?

### **Writing**

You may organize your self-evaluation in a way that best suits your message. Please include the following:

- What you expected from the project before you began it;
- The nature of the experience, including satisfactions, difficulties overcome, skills learned, and/or knowledge gained;
- An evaluation of personal growth-- or areas where you still need to improve—in these categories:
  - meeting project goals;
  - meeting planned mini-deadlines;
  - showing initiative to get started, maintaining motivation to keep going, and having good follow-through to finish the project;
  - using good communication skills with mentor, including contacting them as you committed to in the Agreement;
- An evaluation of the experience now that it is complete.
- **A Reflection on how high school has prepared you for Life after High School**

The Self-Evaluation Statement should be a typed page or more. Like all Portfolio documents, it should be clear and correct.

## **The Portfolio**

Your Oral Presentation judges will view the Portfolio in advance. It is a visual and written record of an accomplished senior year. The better it looks, the better you look. The grade you earn in English class on your Research Paper is part of your Portfolio score. The Portfolio is due in early May, approximately two weeks before the Oral Presentations occur. The contents of the Portfolio will be accomplished in Senior Seminar class.

### **Portfolio Contents**

*Everything corrected & polished:*

#### **Career Section**

- Perfect job application or Master Application
- Resume (CV) & possibly digital resume
- Cover letter
- Job Shadow reflection
- Mock Interview reflective paragraph
- Letter of recommendation from a school employee  
*and/or* Letter of recommendation from an employer or community member

#### **College section**

- Personal Statement (UC, CSU Essays that meet the length requirements)
- 1 or more scholarship letters of recommendation from teachers & community members
- College acceptance information, if applicable-- may replace Employer Letter of Rec. if student is going straight to college.

#### **Research Paper section**

A polished draft of your Researched Essay of Argument that has earned a 4 minus or above. You may correct this after the final draft has been scored, as well.

#### **Senior Project section**

- a Letter of Introduction to the panelists
- Letter(s) of Intent, Senior-Mentor Agreement Proposal and Committee Response(s)-- order these so that they tell your story. Correct them but do not alter their content.
- Research Paper (passed and corrected version)
- Project Verification from Mentor
- Check Point Log 1 and Log 2 of Completed Project-- detailed, typed, signed by you and the mentor (may be combined into one final document)

Balance Sheet of Money Received and Spent  
and/or Record of Donated Materials

Self-evaluation

Project Documentation (proof that project occurred: photos, videos, mementos, materials lists, schedules, sketches, etc)

**Perhaps also:**

--other evidence of your achievement in high school, such as awards or special certificates

## The Oral Presentation

The Oral Presentation is the final hurdle for passing the project. This is the point at which you present your Paper, Project, and Portfolio in a multi-media speech to a panel of teachers and community members. AVH underclassmen will comprise your audience. You will receive 4 passes (tickets), which you can give to your family members or friends so they can attend.

You will speak for a minimum of 10 minutes—to a maximum of 15 minutes—before your judging panel. Then the panel will ask you questions about your Paper, your Project, and your growth as a person through the experience. There may be time for audience questions, too.

Here are some tips for preparing the presentation:

- Plan the speech & visuals carefully;
- The speech should cover the Paper and the Project experience, as well as how well you feel prepared for the next stage of your life;
- There is no set order for the speech, but do organize the content logically. Be sure to cover the most important points within the time limit;
- Use academic and content language during the whole speech and during the Question Session;
- You may use notecards or notes on an electronic device, such as an iPad;
- Practice, practice, practice!; also anticipate judges' questions and practice your answers;
- Get feedback on volume, pace, and pronunciation from school, peer, or family “coaches”;
- Visit the room where your speech is scheduled;
- Using technology for your speech? Trouble-shoot any problems by doing a complete run-through in advance. There will be a place on your score sheet for the judges to comment about whether it appears you went to your Technology Rehearsal in advance;
- ***Look sharp and professional;***
- *Or* “dress the part” and explain your costume to the panel;
- Making up the speech as you go never works, but average-quality projects sometimes become better ones with good speeches.

Judges will discuss your presentation and portfolio privately. They will do individual point sheets, which are averaged to reach a point average. The point average will determine your score. The judges' decisions are final. The scores and judges' comments will be available to you in writing within two days. Senior Project Scores are part of your high school transcripts and will be seen by colleges.

*In addition to scoring sheet with points in the categories of Project, Presentation, Portfolio, and Deadlines, the judges will use these guidelines to score your presentation:*

## **Guidelines for Judging**

### **Anderson Valley High School Senior Project Oral Presentations**

- “ The presentation should be organized and well-practiced, but need not be memorized. Note cards, notes, or electronic notes such as on an iPad may be used.
  
- “ Delivery should be loud and clear, with good pronunciation.
  
- “ The speech should be a minimum of 10 minutes in length—and a maximum of 15 minutes. You should hear the student’s live voice for a total of ten minutes, not counting Q&A, even if the student plays a film or audio clip in the middle of his speech. *Note:* This expectation is often shortened for our Special Education students.
  
- “ Use of a audio or visual aids are encouraged. Students may choose to narrate over a DVD or Google Presentation. We accept a broad range of “audio / visual aids,” ranging from wearing a costume appropriate to the project to multi-media technology. We offer all students the option of doing a Google Presentation with student technology support. Students are expected to attend a Technology Rehearsal in advance of the presentation day.
  
- “ The content of the speech should include information about the research paper, as well as a detailed account of the project. Students are instructed to reflect on what they learned about the topic(s) as well as what they learned about the process and themselves.
  
- “ The student should use vocabulary appropriate to the project, i.e.; will know the correct terminology for learning to use a software program, or will know the correct names for wood-working tools, etc. Student should use Standard English and academic vocabulary.
  
- “ The student will be able to competently answer panelists' questions, providing additional reflection or insight into the project experience. It is acceptable for a student to ask to have a question repeated or rephrased.

## **The Portfolio**

The portfolio is pre-scored by teachers. Community and faculty judges should allow about 15 minutes to read through a student's portfolio in preparation for judging.

## **ANDERSON VALLEY HIGH SCHOOL SENIOR PROJECT**

### **Guidelines for Judging Different Types of Projects** (*Projects may be a combination.*)

#### **Working on a product or craft**

With this type of project, the student is producing a concrete project for evaluation, or repairing and/or manipulating an existing product. Examples are a woodworking project or the repair or modification of a vehicle. When possible, the oral boards presentation will include actual display and demonstration of the product. Additional criteria are:

- student's product *reflects concern* for craftsmanship and professional execution
- the work should accurately conform to the original plan
- materials selected should be suitable for the application
- attention is paid to neatness and detail
- the product should function as planned

*If any expense or donation of materials was involved with the Product or Craft Project, a Balance Sheet or Materials Donation Sheet should be provided.*

#### **Learning a new art, skill or sport**

This type of project involves learning a brand new skill or deepening the knowledge of an existing interest. As examples, a student may take an EMT class, or undertake an advanced automotive repair. Projects that are products may have the appearance of beginner's work, but the student should show awareness of the standards for craftsmanship in the chosen field. (*See standards above.*) For example, a student who attempts a beginning sewing project under the tutelage of a mentor may not produce a dress that looks professionally made; however, the student should be able to point out areas for improvement on the dress. The presentation should focus on demonstrating the new art, skill, or sport learned.

*If any expense was involved with the Art, Skill, or Sport Project, a Balance Sheet should be provided.*

### **Volunteer for the school or community**

This type of project will be oriented toward social service. The student may be: assisting peers or younger children; volunteering for an organization; creating a service; or repairing or restoring school or community property. This kind of project often crosses over into career exploration or making a product. Volunteer projects range from being an assistant coach to organizing a blood drive for the Red Cross. The presentation will clearly address what was learned by doing service for others.

*For any type of Volunteer Project involve expense, a Balance Sheet should be provided. This is especially important for Fund-raising Projects.*

### **Investigation or Inquiry**

This type of project involves the student setting an investigation goal, hypothesis, or inquiry question. For example, the student may wish to investigate the impact of a Type II diabetes diagnosis on a teen-ager, with a variety of possible outcomes for this condition, depending on the lifestyle changes the student is able to effect. The investigation could include interviews with Type II diabetes patients, a nurse, a nutritionist, and a fitness specialist. The presentation will clearly demonstrate the result of the investigation or the answer to the inquiry question.

### **Digital or Technology Project**

This type of project centers around learning to use, build, or repair technology; and/or creating a product that is chiefly technological or digital. For example, a student may choose to learn how to use new film editing software in order to edit still and moving images to create the graduation film. In another example, a student may build a web site for the Redwood Classic director which promotes the tournament and provides historical as well as current data. While the student may not have the proficiency of a professional in the field, the student should demonstrate concern for professional standards. The presentation should focus on demonstrating the process of building, repairing, or using the technology. If the project is a product, it should be demonstrated at the presentation.

*If any expense or donation of materials was involved with the Digital or Technology Project, a Balance Sheet or Materials Donation Sheet should be provided.*

***A score sheet with point values is provided to judges on the day of presentations.***

**ANDERSON VALLEY HIGH SCHOOL  
SENIOR PROJECT TIMELINE 2017-2018**

Deadlines labeled "**Important Deadline**" count toward your overall score in May. Missed deadlines result in point deductions from your final score.

**Quarter 1—EARLY APPROVAL ADVISING**

Seniors may make an appointment to meet with the Senior Project Coordinator during Senior Seminar Class if they have an idea for an Early Approval project.

October 17, 2017 (Tuesday)

Early Approval Committee meets to response to Early Approval Proposals.

*Quarter 2-- EARLY PLANNING & GENERAL LETTER OF INTENT*

An overview of The Senior Project is presented to the senior class. Seniors are given a letter of introduction to help them find a mentor. Parents of seniors receive a letter explaining The Project. Seniors are encouraged to seek advice on project plans from faculty, previous PLP Advisors, family, and community members.

**December 4, 2017 (Monday) -- IMPORTANT DEADLINE**

**General Letter of Intent due in the office by 4:00 p.m.** *(Follow the instructions and outline in this manual. To see an example of a business letter in full block form, Mrs. Emal provides a style guide handout in the library, or consult College Writer.)* ***Students leaving on Independent Study before this date should submit their Letters of Intent in advance.***

The General Letter of Intent describes the Research Paper topic idea and the general area of interest for your proposed Senior Project. A faculty committee reviews your plan and offers suggestions and comments. Submit all letters to Ms. Campbell's mailbox in the front lobby of the office. **(Save all copies of: Letters, Agreement Proposals and Responses, Research Paper drafts, Logs, Fund-Raising Packet paperwork, Balance Sheets, Donation of Materials Records, and other documentation for your Portfolio.)**

December 5, 2017 (Tuesday)

Review of General Letters of Intent by faculty at CPT. Students on the Early Approval Track need to have their Proposals submitted by this time.

*Quarter 3-- RESEARCH PAPER AND SENIOR-MENTOR AGREEMENT FORM*

**Individual due dates for research paper** outline, summary rough draft, and revision will be set by individual English teachers. For the majority of students, the research paper is accomplished in Quarter 3. The research paper is graded by an English teacher and possibly one other teacher on a 5-point holistic scoring guide. Submitting late papers past the deadline set in the class will lower your quarter grade. Submitting a final draft which does not meet the passing score of a “4” will lower your grade, and you will have to revise it until it passes. Senior Project Presentations will not receive a final passing score unless the paper passes at a “4” or above.

December through early February are good times to review your PLP file and consider a project which addresses your personal goals as well as your areas of strength and weakness.

**February 15, 2018 (Thursday) -- IMPORTANT DEADLINE**

**The Senior-Mentor Agreement Proposal is due in the office by 4:00 p.m.** (*See the form above in this manual for content guidelines.*) This deadline includes our seniors on Independent Study.

The Senior-Mentor Agreement Proposal describes the project’s steps, stages, and timeline. It is signed by both the student and the mentor. When approved by the Senior Project Committee, it becomes a formal commitment. Senior Project Judges look carefully at the project described in the Senior-Mentor Agreement. Completing the project you have committed to is an important part of your score. After this point, if you change your project, a letter of revision must be filed and approved. Minor revisions may be done with an Amendment to the Project Letter. Major revisions will require a new Senior-Mentor Agreement Proposal. Submit all major and minor Change of Projects to the office.

**February 20, 2018 (Tuesday)** – The Faculty responds the Senior-Mentor Agreement Proposals during CPT.

**All Seniors: You are free to begin your project as soon as your co-signed Mentor Agreement Proposal has been submitted. The official start date is February 21, 2018 (Wednesday).**

*Quarter 4-- THE PROJECT, PORTFOLIO, AND ORAL BOARDS*

**April 6, 2018 (first Friday after Spring Break) -- IMPORTANT DEADLINE.**

**Project Log Check Point due at 4:00 p.m.** (*See the form in this manual.*) For this Check Point, you will compare the Senior-Mentor Agreement Proposal with your actual progress. We expect to see a detailed log outlining your activities with dates and time spent, an analysis as to whether you are meeting the mini-deadlines you set for yourself, and a reflection about what you

are learning. After logging, describing, analyzing, and reflecting on your progress, students are to meet with their mentors to assess their progress. Please have your mentor initial the log. At this point you should be half-way through with your project. A copy of this log with mentors' initials will be placed in the portfolio.

**Watch for announcements of local scholarship deadlines, usually at the end of April.**

**May 1, 2018 (Tuesday)-- IMPORTANT DEADLINE**

**Mentor Verification due by 4:00 p.m. in the office.** We will send your mentor a copy of this form in the mail. It is your job to meet with the mentor to present your two Logs of Hours. Your mentor should be able to verify seeing the beginning, middle, and end of your project, at the very minimum.

Copies of the Mentor Verification will be returned to you for your portfolio.

**Portfolios due May 7, 2018 (Monday) -- IMPORTANT DEADLINE**

**Portfolios due by 4:00 p.m. in the office.**

Please submit 3 copies of your Portfolio and share a Google Doc Folder with the Senior Project Coordinator for a digital backup. **Save all copies of: Letters and Responses, Research Paper drafts, Logs, and other documentation for your Portfolio.** (*See the list of what to include in the portfolio above. See the copies of former graduates' portfolios.*)

**May 8, 2018 (Tuesday)**

**Teachers and Staff score Portfolios and participate in a Dress Rehearsal for Senior Project Oral Presentations at CPT.**

**Senior Project Oral Presentations (Tues. & Wed.) May 22 & 23, 2018 (Master Calendar date).** Be sure to save the dates.

Judged Oral Presentations will be held within the school day. You will be presenting to a panel of teachers and community judges and an audience of students. Your job is to prepare a presentation that describes your Research Paper, Senior Project Experience, and growth as a person.

**Expectations in Summary**

A Research Paper passing in content, organization, length, format, documentation, and writing conventions is required for graduation;

A verified and completed Project, a passing Paper, and a completed Portfolio submitted in triplicate are required to participate in the Oral Presentation;

Passing the Oral Presentations with a panel of teachers and community member judges (portfolio review, speech, question-answer session) is required for graduation.