

SENIOR PROJECT 2023

Performance or Product



LYMAN MEMORIAL HIGH SCHOOL
LEBANON, CT

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Lebanon Board of Education Policy

The Lebanon Board of Education is committed to a policy of equal opportunity/affirmative action for all the qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Lebanon Board of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

SENIOR PROJECT BOOK ACCESSIBILITY

The Senior Project book can be accessed in a PDF file in several different places. If you need to access information you can go to the L.M.H.S. intranet page and click on the “Senior Project” icon. The book is also on the Lebanon district website. Just go to the website and click on “our schools,” then click on “Lyman Memorial High School,” and then look for the “Senior Project” heading on the menu on the left hand side and click on it.

Lebanon Public School's Portrait of a Graduate

To ensure that students have the necessary skills and dispositions to accomplish our mission, the school community has identified six qualities that each student should develop over their Pre-K-12 experience and demonstrate prior to graduation.

Responsible Citizen

A responsible citizen collaborates with diverse people to accomplish community goals through democratic processes. They manage themselves and their resources in a way that is beneficial to their community. A student who demonstrates the qualities of a responsible citizen:

- Respects diverse people, cultures, and viewpoints when addressing a variety of issues;
- Contributes to the betterment of their community;
- Applies their understanding of democratic processes to participate in community decisions;
- Advocates for themselves and others;
- Manages time and materials appropriately; and
- Makes ethical and responsible decisions.

Effective Communicator

An effective communicator clearly conveys their ideas using the appropriate medium. They adjust their presentation of ideas as needed to better reach their audience. A student who demonstrates the qualities of an effective communicator:

- Uses a multitude of platforms (digital and analog) to meaningfully express ideas;
- Articulates and defends their viewpoint clearly in writing, in media and orally;
- Applies the conventions of their chosen communication medium appropriately; and
- Adapts their communication to the needs of a particular audience.

Innovative Problem Solver

An innovative problem solver thinks flexibly when analyzing and reflecting on their work. They attempt challenging problems and persevere in solving them. A student who demonstrates the qualities of an innovative problem solver:

- Engages in challenging work by developing plans to accomplish it;
- Develops flexible and/or creative solutions;
- Analyzes and evaluates situations to draw conclusions and troubleshoot issues; and
- Reflects on successes and failures and persists in improving their work.

Critical Thinker

A critical thinker asks thought provoking questions and seeks out accurate information to answer those questions. They assess the validity of ideas and opinions by drawing on their experiences and on data.

A student who demonstrates the qualities of a critical thinker:

- Asks appropriate and insightful questions;
- Supports an argument with accurate, relevant, and compelling evidence;
- Seeks out a range of information to inform their opinion and evaluates it critically;
- Recognizes bias and differences in perspective in self and others; and
- Connects new learning to prior knowledge.

Lifelong Learner

A lifelong learner builds knowledge and skill through practice and the application of appropriate learning strategies. They possess a well-rounded pool of background knowledge and skills, which they can leverage to address their areas for growth. A student who demonstrates the qualities of a lifelong learner:

- Articulates their current strengths and weaknesses as a learner;
- Develops healthy coping strategies to compensate for areas of personal difficulty;
- Applies their understanding of growth mindset to the learning of new skills/knowledge;
- Demonstrates an understanding of the fundamental concepts within a discipline; and
- Identifies community organizations that offer assistance and learning opportunities beyond those available in their school.

Engaged Collaborator

An engaged collaborator actively participates in and makes beneficial contributions to group endeavors regardless of their role. They can switch between leadership and supporting roles easily, as well as give and act on appropriate feedback. A student who demonstrates the qualities of an engaged collaborator:

- Listens to and values the contributions of others;
- Accepts feedback and adapts ideas;
- Contributes to a group goal both independently and interdependently; and
- Works effectively in both leading and supporting roles.

SENIOR PROJECT CALENDAR

~ CLASS OF 2023 ~

Seniors should submit ALL of the components for each Benchmark to their monitors on or before the deadline date. Failure to meet these due dates/deadlines will result in your becoming INELIGIBLE FOR ALL SCHOOL RELATED ACTIVITIES.

Benchmark A

April 12, 2022 - *Statement of Understanding/Project Proposal*

May 17, 2022 – *SMART Goal and Action Plan; Project Committee selection*

**Project Committee Members have signed Benchmark A (page 28)*

Benchmark B

September 20, 2022 – *Project Journal/ Work log with response to reflective questions. A **minimum of 20 hours of project work** must be documented by this date.*

October 18, 2022 - *Completed Project Journal/ Work log with minimum of 40 hours of project work must be documented.*

October 18, 2022 - *Completed draft of reflection paper*

**Papers returned by Nov. 10 for revisions.*

November 29, 2022 - *Final draft of reflection paper*

Benchmark C

March 3, 2023 - *Oral and Visual Presentation complete.*

March 3, 2023 - *Process Paper due.*

If your project monitor is not in school on a day when a benchmark component is due, then give a “physical” copy of the submission to Mr. Morello in Room 13 by 2:05 pm. It is your responsibility to have these benchmarks submitted on time.

Senior Project Facilitators

- **Project Coordinator**

Mark Morello

Responsibilities:

Chair the Steering Committee

Be available for student support at designated times

Assist Monitors and staff as needed

- **Monitors**

Diane Ayer

Kevin Brodie

David Covino

David DeCarli

Ryan Fabry

Alexandria Fryer

Brian Girasoli

George Gray

Megan Grogan

Cynthia Hisman

Kyo Narita

Brandon Strout

Brenda Wildes

Responsibilities:

Guide and monitor students through the Senior Project process

Review proposals

Evaluate Research Paper and Oral Visual presentation

Keep records of benchmark completion

Contact project coordinator with concerns and questions

Return all benchmark components within two weeks of student submission

- **Project Committee**

Minimum of three (3) adults, two (2) of which must be certified staff

Student's Faculty Monitor

Three adults (Non-family members) At least 21 years' old

Responsibilities:

Provide consultation when solicited

Apply rubrics and guidelines in evaluating the overall project

- **Steering Committee**

Monitors that review the project on a regular basis

T.B.A.

What is the Senior Project?

The Senior Project is a culminating exercise that focuses on a personal interest, career path or academic pursuit that synthesizes classroom knowledge with real world experience and demonstrates personalized learning consistent with the district's pillars of a Portrait of a Graduate. The purpose of the Senior Project is for students to demonstrate skills and knowledge gained through their academic career by completing a long-term, multi-faceted project. Over the course of the project, students conduct research, maintain a journal or work log detailing the steps taken, create a final product or performance, and give an oral presentation that demonstrates what they've learned. Each student will have the assistance of a faculty monitor to advise them.

The Senior Project is a graduation requirement and is worth 1.0 credit.

Creation of a Project/ Performance

This Senior Project pathway involves the creation of a personal interest product, a physical artifact, or a performance, that reflects learning/ understanding of a topic. It is an opportunity for you to do something hands-on and to actually get involved outside of school in an area that interests you or is related to a possible career choice.

- **Physical Product** – rebuild a car, make stained glass windows, design a webpage, restore a boat, install a sound system in a car, design a house/building, write and direct a film, build a piece of furniture.
- **Performance Product** – Choreograph and perform a dance, organize an improvisational theatrical group, direct a short drama piece, learn to play an instrument; compose original piece of music
- **Physical Experience Product** – learn to fly an airplane, learn to scuba dive, train/ run a marathon/10k/5k, train for a special event

Guidelines for completing a performance/ project:

1. Each student must spend a minimum of **40** hours on their project. This includes preparation, research, and project work.
2. The project must represent a challenge and an opportunity for growth. It is very important to show how you have grown through the project and show relevance to your future plans.
 - a. **Action Plan-** Each student must complete an Action Plan prior to starting the project; plan must articulate anticipated challenges/ problems and suitable solutions
3. Projects cannot include any illegal, immoral, or unsafe activities.
4. Verification of the 40 hours must be done in the following ways:
 - a. **Required Work Log:** The work log is a form that all students will use to keep a record of the time and resources used in completing the project. It includes: the date and length of time spent, what was done, any resources used and the mentor or teacher's signature.
 - b. **Required Pictures or Videos:** Pictures or videos which show progress the student has made should be included as a form of verification.

Terminology

Accommodations/Modifications- Students who have been formally identified as having special needs may have content, product and/or time-related adjustments to expectations as specified in their Individualized Educational Programs (IEPs) or 504 Plans. Students, parents and case managers should advocate for necessary accommodations/modifications at the annual reviews previous to the first Senior Project required deadline. Documentation (IEP/504 Plan) should reflect specific accommodations/modifications.

Action Plan- An action plan is a checklist for the steps or tasks you need to complete in order to achieve the goals you have set.

Appeals Process - a meeting initiated by a Senior student seeking reinstatement of Senior Project credit. See page 12 for complete details.

Benchmark – A series of tasks that must be completed by a specified date to qualify for graduation in June.

Database- A peer-reviewed collection of information used in academic research. Examples include but are not limited to [Issues & Controversies](#) and [Gale Database](#)

Faculty Monitor - A faculty member assigned to the student who will monitor the progress of that student, clarify project components, and enforce benchmarks.

Deadline – All Benchmark tasks must be completed by the stated dates **no later than 2:20 pm.**

If Lyman Memorial High School is closed (because of a weather event) on a benchmark deadline, it is the responsibility of the Senior student to submit the work electronically to their project monitor no later than 2:20 pm.

Process Paper - A paper, summarizing a student's personal experience through the Senior Project process (see page 42).

Product(s) - The thing(s) you may produce in accomplishing your project.

Project Committee – A committee composed of the monitor and three other adults that assist with the development of the project and evaluate the oral/visual presentation. **At least two members of the committee must be certified staff.**

Senior Project Proposal/Narrative - A description of what topic will be explored in the project, including initial sources of information, research questions, and ideas for the oral/visual presentation (see pages 18-19).

SMART Goal- A SMART goal is used to help guide goal setting. SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely.

Work Log- (digital) record of sequential work accomplished during Project Development

MISSED DEADLINES

A student who misses a Benchmark DEADLINE will be subject to a five (5) point grade reduction for every day late. **Once a senior student's grade falls below 60, the student will have failed the Senior Project. Reinstatement of can can only be achieved by completing the Appeals Process (see page 12 for details). The student will lose their senior privileges and become INELIGIBLE for all school related activities until the requirement is fulfilled and earns "Successful" status.** If a student requires extensive help that requires tutoring to achieve "Successful" status on a requirement, then he/she must stay after school to receive help. Tutoring will be provided by a Senior Project monitor(s) until the "Not Yet Successful " (NYS) requirement achieves "Successful" status. The session will start the week following the missed deadline date or 10 day revision period for papers, or 5 day revision period for Oral-Visual presentations. A meeting with the coordinator and principal, and a letter mailed home, will take place before the start of the session. **The student must attend PAWS and an assigned X-Block for help. Moreover, any student who misses a deadline is still responsible for completing the rest of their senior project.**

A student who makes the initial deadline for their final paper, but receives a "NYS" has 10 calendar days to complete a successful rewrite. If the student misses that deadline or has a paper that is still "NYS," then they will go into the after school tutoring program until the requirement is successful.

Scoring Scale

Seniors start each quarter with a score of 100 for Senior Project. A five (5) point deduction will be applied for each day any Benchmark component is late. **If a student's Senior Project grade drops below a 60, the student has failed Senior Project and is no longer eligible for graduation. Reinstatement can only occur with the successful completion of an approved Senior Project and the completion of the Appeals Process.**

Q1	Q2	Q3	Q4
Benchmark A (Junior Year)	Benchmark B	Benchmark B (cont.)	Benchmark C
4/12- Statement of Understanding/ Project Narrative 5/17 - Action Plan/ SMART Goal/ Committee	9/20 - Action Plan Reassessment/ Project Log (15 hr. mim) 10/18 - Rough Draft Reflection Paper	11/29 - Final Draft Reflection Paper	3/3 - Presentation Process Paper
Final PowerSchool Update- 9/1	Final PowerSchool Update- 12/8	Final PowerSchool Update- 1/27	Final PowerSchool Update- 4/28

Senior Project Appeal Process

Once a senior's project score falls below a 60, they will be declared to have failed the Senior Project and not receive the required credit needed for graduation. A senior who has missed a deadline will have five (5) points deducted each day until that requirement has been successfully completed. This deduction of points will occur for any missed deadline.

Once a senior is declared to have failed the Senior Project, they will have one chance to possibly regain their credit. In order for that to happen, the following criteria **MUST** be met:

1. The entire Senior Project must be completed and earn the grade of "Successful" for each of its benchmarks.
2. Submit a [Request to Appeal](#). Print form, complete, sign, and turn in to Mr. Morello. **THIS REQUEST TO APPEAL MUST BE COMPLETED WITHIN 10 SCHOOL DAYS OF NOTIFICATION OF LOSS OF CREDIT.**
3. Present a formal request for credit restoration in front of the Appeals Committee consisting of the Superintendent of Schools, Curriculum Director, member of the Board of Education, and High School Administrator.
4. The senior, accompanied by their parent(s) or guardian(s), must go before the Appeals Board and present the following:
 - A. Reasoning for their missing the initial deadlines.
 - B. Provide the committee with proof that they do indeed possess the characteristics listed in each of the 6 Pillars in the Portrait of a Graduate Rubric.
5. The entire Senior Project and the final credit restoration presentation before the Appeals Board must be completed by the **last school day before the start of April vacation.**
6. Upon completion of their appeal for credit restoration before the committee, the senior student will be notified within one week, in writing, of their final status regarding Senior Project and its graduation requirement. The decision of the Appeals Committee is the final word on the matter.

Examples of Senior Projects

Area of Interest	Research Paper	Community Engagement	Internship	Project & Performance
Agricultural Science (plants)	Research organic versus conventional growing techniques	Develop and maintain a community garden	Work with local landscaper or commercial gardeners	Grow/make plant-based products and sell them
Agricultural Science (animals)	Research the benefits of service animals	Organize a drive for pet supplies for area shelters	Volunteer at a vet's office	Train a service animal for an organization such as Fidelco
Armed Forces	Research the changing responsibilities of a branch of the military	Develop a memorial or other tribute to area veterans	Intern at a recruitment office	Build a presentation for current students to be presented about a branch of the military as a recruitment officer would do.
Arts (visual)	Research the benefits of art therapy	Create a mural for a public building in town	Intern with a graphic designer	Create a full-length comic book
Arts (performance)	Research the history of rock and roll and determine if it is thriving or dying	Organize a performance on the Lebanon town green	Intern at an art gallery, intern at a local theater	Write a full-length play
Athletics	Conduct research on how dancers recover from injuries and how the rehabilitation process affects them	Host a summer camp in a sport that you like	Intern with an athletic director at local college	Study professional runners' habits/diet and develop your own plan to eventually compete in a marathon or triathlon
Automotive	Research the history of the electric car		Intern at an automotive repair shop	Rebuild a car engine
Business	Research trends in business that have failed and present the results	Create an inventory of community businesses for town residents and recommend needed businesses	Intern with local business owner	Start your own business
Computer Science	Research the latest computer technologies and their applications	Teach a series of computer classes at the senior center		Build a computer that uses open-source software; build a website for an organization in your area
Construction	Research how we have benefited from 3-D printing		Intern at a construction company	
Education	Research how other countries educate; determine if U.S. could improve	Create "book bags" with books and related activities for families to borrow at the town's library		

Engineering	Research and write about the effect of different technologies on the workflow of doctors and nurses		Intern at an engineering firm	Build a robot that can assist people with certain disabilities
Environmental Science	Research how plastics have harmed the world's oceans	Host a month-long awareness campaign at Lyman on environmental topics (announcements, speakers, posters, fundraisers, etc)	Intern at a water treatment plant	Take water samples from your local pond or river and learn about the different nutrients and micro-organisms that exist in it.
Family	Research the role of women in the workplace.	Volunteer at a nursing home and help the members conduct a genealogy project		
Fashion	Research and write about the fashion industry and how it negatively affects workers	Volunteer at a facility that provides clothing for people with low income		Launch you own clothing line
Food	Research the history and significance of bread	Volunteer at a community garden	Intern at a soup kitchen or food pantry	Design and create a meal from scratch
Health	Research Jonas Salk and the polio vaccine	Assemble personal care kits for individuals at homeless shelters	Intern at a nursing home	
History	Research the history of your community and how it was different 50 years ago	Catalog & digitize a local historical society's photos and documents	Work at a museum and study how globalization has impacted exhibits over time	Conduct an oral history project with someone who's experienced WWII
Inter- national Affairs & Politics	Research and write about the role of social media in modern warfare		Intern at the campaign office of a local politician	
Language & Literature	Research the representation of gender in a Shakespearean play	Facilitate a book club	Work with a book publisher	Translate a favorite work of literature
Law	Examine how laws about workplace discrimination have shifted		Intern in a local law office	
Mathematics	Research cryptography and explain how it is applied. Create your own encryption algorithm.	Educate peers about the differences between certain bank accounts or create a tutor program for peers.	Shadow a teacher, accountant, actuary, or financial advisor.	Work on and research one of the millennial problems available.
Media Studies	Study fandom and		Work in a local film	Create a documentary on

& Film	this can influence how people view a certain artist/book/movie		studio	a topic that appeals to you.
Music	Study the effect of music therapy on children	Organize a music fundraiser	Work in a recording studio or live sound company	Start a band, write your own songs
Photography	Research how photography has altered how we remember history			Create a portfolio capturing photos that fall under a particular theme
Political Science	Research history of political parties and their effect on political discourse	Help organize a civic organization or a voter registration drive	Work for a political campaign or a politician's office	Organize a debate between candidates for public office
Recreation	Research the amount of funding recreation programs get at universities, and if it is worth it	Form a summer camp for children	Intern with a town's recreation department	Come up with an exercise program, and explain its benefits.
Social Justice	Study gender or racial inequality in a particular field	Examine powerful protests that have occurred in our community	Work with a non-profit	Form a group that teaches LGBTQ+-inclusive sex ed at schools
Theater	Study and write about the social impact of theater	Start a theater group for kids	Intern with local community theater	Write a play and organize a performance
Writing & Journalism	Research the history of yellow journalism	Start a column at the school or local newspaper	Write for the sports or news department at a local newspaper	Write a novel or poetry collection

Benchmark A

Statement of Understanding

Project Proposal

SMART Goal and Action Plan

Project Committee

Statement of Understanding

I, _____ (student name), agree to the following conditions for work on my Senior Project:

I will do my own authentic work.

My consultant and/or monitor will be guides and facilitator of my project, not a director or instructor in the traditional sense.

I agree to present my project to my Project Committee and, if required, a public forum.

I understand that I must complete a written narrative/project proposal with thesis/SMART goal by April 12, 2022 and Initial Research Facts Check-in/Action Plan by May 17, 2022. A completed outline/ Initial Project Log entries is due on September 20, 2022. The first draft of my research/reflection paper is due on October 18, 2022 and I must have completed my final research/reflection paper by November 29, 2022.

I understand that I must complete an oral-visual presentation and process paper based upon my research on or before March 3, 2023.

IMPORTANT NOTIFICATION: I understand that if I choose a non-research paper pathway and have not met the deadlines for the project by September 20, 2022, that I will be reassigned into the traditional research paper tract and will have to complete that project by the published deadlines.

I understand that ½ credit will be assigned at the successful completion of my project and that I will receive a grade but my transcript will show "pass." I know that I must receive credit for this project to graduate. The Senior Project ½ credit is in conjunction with the Portrait of a Graduate Underclassman Portfolio ½ credit, which together form the 1 credit needed for graduation. **I understand that failure to meet any deadline can result in loss of credit for Senior Project and academic ineligibility for all school related activities and more until the missed work is made up and earns a grade of "Successful". In order to make-up the work, I may need to attend the after school make-up sessions provided after each deadline and attend PAWS and X-Block for help. Each late day will result in a loss of points for the project. Once a score falls below 60, the student has failed the Senior Project. Reinstatement of credit can only be achieved by completing the Appeals Process (see page 12 for details)**

I realize that Lebanon Schools has a right to use my project as an example of a Senior Project - not for profit or general publication.

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

Monitor Signature _____

Date _____

**This form, required for graduation, is due on April 12, 2022.
When complete, please submit a photocopy to your monitor.**

Senior Project Narrative Proposal

The purpose of your project proposal is to explain your project more fully. It is this detailed account of your project that will be submitted to the Monitor for final topic approval. In the process of drafting your proposal you should consider the following:

1. PURPOSE: Describe what you are thinking of doing for this project in a few sentences.
2. GOAL: Explain why you are doing this project. What do you hope to achieve by completing this project?
3. PLANNING: Explain briefly what steps are required to do this project.
4. TIME: How long (how many hours) do you anticipate this project will take to complete?
5. RESOURCES: Briefly identify the resources you will need to complete your Senior project. Also describe how you will be obtaining the resources and the time frame for acquiring them.
6. MENTOR: Do you need a mentor* to assist you with the completion of this project? Explain. (*A project mentor in an individual skilled or experienced in the field related to your project who can assist you in achieving your goal)
7. CHALLENGES: Even the best laid plans don't always go as expected. What challenges are you anticipating? How are you planning to address them?
8. LEARNING STRETCH: Explain briefly how this project will challenge you beyond what you already know. What will you learn from this project? Consider both content specific knowledge and self-discovery.
9. POG: Identify which pillars of the LMHS Portrait of a Graduate are met with the completion of this Senior Project
10. PILLARS: Briefly explain how completion of this project will demonstrate you possess the qualities of the pillars that you selected.

Your project monitor will provide you with a link to complete this proposal electronically.

If the proposal does not successfully meet all of the criteria articulated in the rubric, the student will have five school days to make corrections and resubmit to the monitor.

Your Project Proposal is due on April 12, 2022.

Narrative Proposal: Evaluation Scale

Successful	Not Yet Successful
Meets ALL of the following criteria: Detailed description of project, prior knowledge or interest, and ideas for final project in the spring Presents project plan and anticipated work hours Identifies potential challenges and/or pitfalls Explains how this project will challenge and extend learning Explains how this projects aligns with the pillars of the district's Portrait of a Graduate	Fails to meet 1 or more of the following criteria: Detailed description of project, prior knowledge or interest, and ideas for final project in the spring Presents project plan and anticipated work hours Identifies potential challenges and/or pitfalls Explains how this project will challenge and extend learning Explains how this projects aligns with the pillars of the district's Portrait of a Graduate

If the monitor judges the Project Proposal to be “Not Yet Successful,” the student has five school days to complete a revision.

SMART Goal

What is a SMART Goal?

Goals are part of every aspect of business/life and provide a sense of direction, motivation, a clear focus, and clarify importance. By setting goals, you are providing yourself with a target to aim for. A SMART goal is used to help guide goal setting. SMART is an acronym that stands for **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely. Therefore, a SMART goal incorporates all of these criteria to help focus your efforts and increase the chances of achieving your goal.

If you are not clear about what you want to do and what you want to achieve, you are setting yourself up for failure. Write down your goal. And before you move on to the next step, run your goal through the **SMART** criteria. Or in other words, make sure that it is

- Specific – Make your goals specific and narrow for more effective planning.
- Measurable – Define what evidence will indicate you are making progress and reevaluate when necessary.
- Attainable – Make sure your goals are realistic and achievable within the resources, time, money, experience, etc. you have.
- Relevant – Your goals should align with your values and long-term objectives.
- Timely – Set a realistic, ambitious end-date for task prioritization and motivation.

Vague Goal	SMART Goal
Exercise more often.	Go for three morning walks every week by the end of June.
Spend more time with my family.	Plan a family catch-up at least once a fortnight, starting next week.
Buy a new car.	Create a budget so I can save \$5000 to buy a car within the next 12 months.

You can learn more about setting SMART goals [here](#).

SMART Goal Example

What's the initial goal you have in mind?

I will be able to put on a play with my peers where I am the lead person on the development and execution of the production.

Expand on this goal using the SMART attributes.

S	What do I want to achieve? Be precise.
Specific	I want to perform an original play with the appropriate cast and crew.

M	How will I know when I've reached my goal? What are the metrics and milestones I need to hit along the way?
Measurable	I will know that my goal has been reached when the performance has been completed, and all loose ends have been tied. Along the way, I will have set realistic goals as to practices, a cast and crew list, and conferring with our administration on a date to show the performance.

A	Is this goal realistic for me? What support do I need to make sure I achieve my goal?
Achievable	Yes, this will be a realistic goal for me as long as I have assistance from my mentor, peers, and administration.

R	Why is this goal worthwhile? Does it support the wider team and my other responsibilities?
Relevant	I have a personal interest. I have been involved with drama classes since I was in middle school, and recently I have begun learning how to write a script.

T	When do I want to achieve this goal? Write down a target date.
Timely	I plan on opening night to be the first weekend of April. I have already reached out to the administration about setting a date before beginning rehearsals.

Your project monitor will provide you with a link to complete your SMART Goal electronically.

Senior Project Evaluation Scale

Rubric for SMART Goal

	Successful	Not Yet Successful
Specific	Clearly focused on the desired outcome	Goal is unrelated to the assignment – no stated outcome
Measurable	Will be measurable because the evidence to be provided will clearly indicate progress	Not at all measurable – no method of measurement indicated
Attainable	The goal is within reason of the student's abilities and can be achieved	The goal is not at all within reason and cannot be achieved
Relevant	The goal has a strong connection to the student's history, current interests and/or demonstrated abilities. The student has expressed this often	The goal has no connection to the student's life because the student has no history or interest in or demonstrated ability to achieve the goal. The student never expressed this.
Timely	Has a definite date of what will be accomplished by this date. Is achievable within the allotted time frame.	Has no completion dates and/or is overly ambitious for the allotted time frame.

If the monitor judges the SMART Goal to be not yet successful, the student has five school days to complete a revision.

Action Plan

What is an Action Plan?

Action Plans are simple lists of all of the tasks that you need to finish to meet an objective. They differ from To-Do Lists in that they focus on the achievement of a single goal.

Action Plans are useful, because they give you a framework for thinking about how you'll complete a project efficiently. They help you finish activities in a sensible order, and they help you ensure that you don't miss any key steps. Also, because you can see each task laid out, you can quickly decide how to prioritize them.

How to create an Action Plan

Here's how you can create your Senior Project Action Plan:

1. Brainstorm and identify specific tasks

Brainstorm the tasks you will need to accomplish in order to achieve your goal. For most individuals, it can help to start at the beginning and work your way toward the end. What's the first step? Once you finish the first step, what's the second? Think about timelines and deadlines, and build in time to revise and review.

2. List the tasks and identify what's needed to complete them

Drawing on your brainstorm document, think about how you can work more efficiently. Have you listed a task that isn't necessary to complete your goal? Do you need more resources? Will you need help?

3. Use SCHEMES to double check your action plan.

SCHEMES is an acronym that allows you to verify that you have everything you need to complete a plan. It stands for Space, Cash, Helpers, Equipment, Materials, Expertise, Systems.

4. Prioritize the tasks

With all of your necessary tasks laid out, it's time to put them in order and prioritize. That means identifying which tasks need to be completed first for the later ones to be possible, and also which are most important and integral to achieving the end-goal.

5. Set deadlines and milestones

An action plan is all about action and getting things done, so it's crucial to set deadlines for each task and overall milestones for your project. This will keep you on schedule and focused on achieving your goals.

6. Complete each task with the end goal in mind

Remember, the purpose of your action plan is to achieve a goal or implement a strategy, so every part of the plan should be geared towards that. Don't just mindlessly churn out tasks; complete tasks in a way that will make later tasks easier and that are geared towards what you're trying to accomplish.

Senior Project Action Plan Example

Student: Sample				Project Monitor:		
GOAL: Write a play and organize a performance.						
Action/ Step	Rationale	Start Date	End Date	Anticipated Challenges	Evidence of Success	Sources/ Resources
Draft a script <ul style="list-style-type: none"> Characterization 		May 1	Sept 30	<ul style="list-style-type: none"> Content must be approved for public performance 	<ul style="list-style-type: none"> Script is finalized and approved 	<ul style="list-style-type: none"> English Department School Administration
Procure Venue <ul style="list-style-type: none"> Permissions/ building usage Set performance date 	This has to be done well in advance; need to have time for casting and rehearsals	Sept 1	Oct 1	<ul style="list-style-type: none"> No available venue at that time Unanticipated costs 	<ul style="list-style-type: none"> Date and location is set 	<ul style="list-style-type: none"> Coordinate with administration and janitorial staff
Casting Calls	Need to identify qualified personnel	Nov 1	Nov 8	<ul style="list-style-type: none"> Not enough people audition Too many people; have to make cuts 	<ul style="list-style-type: none"> Enough performers to fill all roles Full cast in attendance 	<ul style="list-style-type: none"> Venue to hold rehearsals People to read lines
Schedule Rehearsal	Need time to rehearse production	Feb 1	March 30	<ul style="list-style-type: none"> Conflicts with members of the cast no-shows 		<ul style="list-style-type: none"> Coordinate with the drama teacher
Organize Stage Crew <ul style="list-style-type: none"> Lighting Props 	Need to find support personnel	Feb 1	March 30	<ul style="list-style-type: none"> Equipment failures Getting sufficient materials for props Unexpected costs 	<ul style="list-style-type: none"> Meet all deadlines for props 	
Ticket Sales		April 1	April 15	<ul style="list-style-type: none"> Poor ticket sales Sales don't cover production expenses 		<ul style="list-style-type: none"> Ticket outlet Source to make printed tickets Someone to oversee financials
Performance		April 15	April 17			

Action Plan- An action plan is a checklist for the steps or tasks you need to complete in order to achieve the goals you have set. It's an essential part of any strategic planning process and can be used by individuals to prepare a strategy to achieve their own personal goals. Writing an action plan brings clarity to your process. It also breaks up the process into actionable assignments based on a timeline. A good action plan will outline all the necessary steps to achieve your goal and help you reach your target efficiently by assigning a timeframe—a start and end date—to every step in the process.

Components of an action plan include

- A well-defined description of the goal to be achieved
- Tasks/ steps that need to be carried out to reach the goal
- People who will be in charge of carrying out each task
- When will these tasks be completed (deadlines and milestones)
- Resources needed to complete the tasks
- Measures to evaluate progress

Goal- Start by defining your end goal. If you are not clear about what you want to do and what you want to achieve, you are setting yourself up for failure. Write down your goal. And before you move on to the next step, run your goal through the **SMART** criteria. Or in other words, make sure that it is

- Specific – Make your goals specific and narrow for more effective planning.
- Measurable – Define what evidence will indicate you are making progress and reevaluate when necessary.
- Attainable – Make sure your goals are realistic and achievable within the resources, time, money, experience, etc. you have.
- Relevant – Your goals should align with your values and long-term objectives.
- Timely – Set a realistic, ambitious end-date for task prioritization and motivation.

Vague Goal	SMART Goal
Exercise more often.	Go for three morning walks every week by the end of June.
Spend more time with my family.	Plan a family catch-up at least once a fortnight, starting next week.
Buy a new car.	Create a budget so I can save \$5000 to buy a car within the next 12 months.

Action/ Step- List down the steps to be followed. Make sure that each task is clearly defined and is attainable. If you come across larger and more complex tasks, break them down to smaller ones that are easier to execute and manage. organize the list by prioritizing the tasks. Some steps, you may need to prioritize as they can be blocking other sub-steps. Add deadlines, and make sure that they are realistic.

Be specific and comprehensive about the steps you could take from where you are to where you want to be. You could also try starting with your goal and marking out the tasks backward from there to where you are now.

Consider these types of tasks:

- What to start, what to stop
- What to increase, what to decrease
- What to learn, what to unlearn
- What to get, what to get rid of
- What to join, what to quit
- Whom to involve, whom to separate from
- What to schedule in, what to schedule out

Use strong verbs to describe concrete actions that you could do, like “run,” “save,” “read,” “avoid,” or “get.” Identify action steps that you have direct control over or at least can influence, emphasizing your personal responsibility to accomplish your goal. After all, you can only change yourself, not others.

Timeline- Besides setting a deadline for your main goal, you should also establish a timeframe for completing each task in the process. It is essential to create a timeline you can reasonably follow so you can maintain consistent progress toward your goal. Assess the requirements and consider the amount of time you need to complete each item on your list.

Anticipated Challenges- Identify the obstacles that you will have to overcome. Remember to be flexible. Allow some wiggle room in your schedule to allow for interruptions, disappointments, and obstacles. Also, it helps to identify alternative tasks that you could use to augment your action plan or substitute if your present path is not working out.

Evidence of Success- After writing a detailed action plan, the final aspect is following through with the steps to success you’ve outlined. The effort you put into planning is validated by completing the work you’ve strategized. Avoid being busy without having anything to show for it. What will each task actually achieve? Part of monitoring the progress of your action plan is examining how successful you’ve been. At each step or the end of every deadline, assess your success on the task.

Resources- Before you start your project, it’s crucial to ensure that you have all the necessary resources at hand to complete the tasks. And if they are not currently available, you need to first make a plan to acquire them. Identify the knowledge, information and skills you will need; and identify the people whose help and cooperation you will require to achieve your goal.

Your project monitor will provide you with a link to an Action Plan template to complete electronically.

Senior Project Evaluation Scale

Rubric for Action Plan

Successful	Not Yet Successful
Meets ALL of the following criteria: The Action Plan: <ul style="list-style-type: none">● has a specific SMART goal● clearly states a sequence of steps, each with a realistic time frame● has identified all resources/ materials need to complete goal● has identified potential obstacles/ challenges and provides effective solutions	Fails to meet 1 or more of the following criteria: The Action Plan: <ul style="list-style-type: none">● has a specific SMART goal● clearly states a sequence of steps, each with a realistic time frame● has identified all resources/ materials need to complete goal● has identified potential obstacles/ challenges and provides effective solutions

If the monitor judges the outline to be not yet successful, the student has five school days to complete a revision.

Benchmark A

All Components due no later than May 17, 2022

Date of Completion

Task

_____ Project selected and "Statement of Understanding" submitted.
April 12, 2022 ALL STUDENTS

_____ Performance/Product Proposal Form submitted
April 12, 2022 ALL STUDENTS

_____ Action Plan Completed and approved
May 17, 2022 ALL STUDENTS

_____ SMART Goal Completed and approved
May 17, 2022 ALL STUDENTS

_____ Project Committee Members (**selected by May 17, 2022**)
Note: at least two must be certified staff.

1. Monitor _____

2. _____

3. _____

(Minimum) 4. _____

Benchmark A completed. _____
(Monitor Signature)

Benchmark B

Project Log

Review of Action Plan

Reflection Paper First Draft

Reflection Paper Final Draft

Plagiarism

*Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as **plagiarism**.* “Ideas or phrasing”, includes written or spoken material, from whole papers and paragraphs to sentences, and, indeed, phrases, and also includes statistics, lab results, art work, etc. “Someone else” can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing “service” (online or otherwise) which offers to sell written papers for a fee.

Review of Action Plan

Initial Reflection Questions

As part of Benchmark B of the Senior Project, students will complete and submit these reflection questions. The responses will be submitted to the Project Monitor along with a current [Project Work Log](#) showing a **minimum of 20 hours of project work**. Student reflections will be used as the basis for weekly conferences between the Project Monitor and student to assess progress on the Senior Project experience.

This initial reflection must be completed and submitted to your Project Monitor by **September 20, 2022** to assess the progress made to date and to revise your action plan if necessary.

1. What new knowledge are you gaining as you progress in your Senior Project experience?
Explain your response.
2. How do you feel you are progressing on your Senior Project? Refer to your Action Plan and Work Log as evidence of your progress.
3. What have you enjoyed so far in your Senior Project experience?
4. What problems or obstacles have you encountered, and how have you overcome them or how do you plan to address them? If none thus far, looking ahead, do you anticipate any problems or obstacles?
5. What modifications have you had to make to your plan for your Senior Project experience?
Explain why these changes were necessary?

Your project monitor will provide you with a link to a Work Log template and to the Reflection questions; both to be completed electronically.

Final Reflection Paper

Students completing one of the three alternative pathways (Community Engagement, Internship/Work Study, Project/Performance) will write a reflective paper based on the six pillars in Lebanon Public School's Portrait of a Graduate. See rubric for expectations.

Responsible Citizen

Describe how your experiences helped you to become a responsible citizen. Think about the following when responding to this statement and touch upon **at least three** of the following attributes.

- Respecting diverse people, cultures, and viewpoints while addressing a variety of issues.
- Contributing to the betterment of your community.
- Applying your understanding of democratic processes to participate in community decisions.
- Advocating for yourself and others.
- Managing your time and resources appropriately.
- Making ethical and responsible decisions.

Effective Communicator

Describe how your experiences improved your ability to be an effective communicator. Think about the following when responding to this statement and touch upon **at least two** of the following attributes:

- Meaningfully expressing your ideas.
- Effectively articulating your viewpoints.
- Communicating appropriately for the setting.

Innovative Problem Solver

Describe how your experiences improved your ability to be an innovative problem solver. Think about the following when responding to this statement and touch upon **at least three** of the following attributes:

- Engaging in challenging work by developing your plans to accomplish it.
- Developing flexible and/or creative solutions.
- Analyzing and evaluating situations to draw conclusions and troubleshoot issues.
- Reflecting on successes and failures and persisting in improving your work.

Critical Thinker

Describe how your experiences expanded your learning and challenged you to analyze information and draw conclusions. Think about the following when responding to this statement and touch upon **at least three** of the following attributes:

- Asking appropriate and insightful questions relevant to the setting or task.
- Supporting an argument with accurate, relevant, and compelling evidence.
- Seeking out a range of information to inform your opinion and evaluating it critically.
- Recognizing bias and differences in perspective in yourself and others.
- Connecting new learning to prior knowledge.

Lifelong Learner

Describe how your experiences expanded your knowledge and skills. Think about the following when responding to this statement and touch upon **at least two** of the following attributes:

- Developing healthy coping strategies to compensate for areas of personal difficulty
- Recognizing the importance of learning new skills and knowledge.
- Demonstrating an understanding of the skills necessary for the setting or task.
- Identifying organizations and resources that offer assistance and learning opportunities.

Engaged Collaborator

Describe how your experiences helped you to actively participate and contribute to a collaborative endeavor. Think about the following when responding to this statement and touch upon **at least two** of the following attributes:

- Listening to and valuing the contributions of others.
- Accepting feedback and adapting ideas.
- Contributing to a group goal both independently and interdependently.
- Working effectively in both leading and supporting roles.

Rubric: Senior Project Reflective Paper

	SUCCESSFUL	NOT YET SUCCESSFUL
<u>Content</u>	<p>Must include ALL of the following criteria:</p> <p>Provides specific and accurate information pertaining to the project or task.</p> <p>Reflects insightful consideration of PoG alignment.</p> <p>Uses precise and accurate vocabulary appropriate for the audience.</p>	<p>Fails to meet 1 or more of the following criteria:</p> <p>Provides specific and accurate information pertaining to the project or task.</p> <p>Reflects insightful consideration of PoG alignment.</p> <p>Uses precise and accurate vocabulary appropriate for the audience.</p>
<u>Pillar Alignment</u>	<p>Must include ALL of the following criteria:</p> <p>Responsible Citizen -At least 3 attributes addressed</p> <p>Effective Communicator -At least 2 attributes addressed</p> <p>Innovative Problem Solver -At least 3 attributes addressed</p> <p>Critical Thinker -At least 3 attributes addressed</p> <p>Lifelong Learner -At least 2 attributes addressed</p> <p>Engaged Collaborator -At least 2 attributes addressed</p>	<p>Fails to meet 1 or more of the following criteria:</p> <p>Responsible Citizen -At least 3 attributes addressed</p> <p>Effective Communicator -At least 2 attributes addressed</p> <p>Innovative Problem Solver -At least 3 attributes addressed</p> <p>Critical Thinker -At least 3 attributes addressed</p> <p>Lifelong Learner -At least 2 attributes addressed</p> <p>Engaged Collaborator -At least 2 attributes addressed</p>
<u>Product/ Aesthetics</u>	<p>Must contain ALL the following criteria in MLA format:</p> <p>Cover page</p> <p>Times New Roman, 12pt.</p> <p>Double spaced</p> <p>Pages numbered</p> <p>1" margins</p> <p>At least 4 typed pages (not including the cover page)</p>	<p>Fails to meet 1 or more of the following criteria:</p> <p>Cover page</p> <p>Times New Roman, 12pt.</p> <p>Double spaced</p> <p>Pages numbered</p> <p>1" margins</p> <p>At least 4 typed pages (not including the cover page)</p>

Benchmark B

All components due no later than November 29, 2022

<u>Date of Completion</u>	<u>Task</u>
_____	Project Log entries (min. 20 hours) September 20, 2022
_____	Review of Action Plan/ Initial Reflection Questions September 20, 2022
_____	Completed Project Log (min. 40 hours) October 18, 2022
_____	First Draft of Reflection Paper Completed and submitted (min. 4 pages) October 18, 2022
_____	Final Draft of Reflection Paper Completed and submitted (min. 4 pages) November 29, 2022

Benchmark B completed. _____
(Monitor Signature)

First drafts will be returned to the students no later than **November 10, 2022**

Final drafts will be returned to the students no later than **December 20, 2022***

* Any person with a reflection paper graded NYS has **10 school days** to submit corrected paper for credit.

Benchmark C

Oral-Visual Presentation

Process Paper

Oral/Visual Component

Students must deliver an Oral-Visual presentation (15 minimum) that summarizes their research and conclusions and exhibits any products or productions. The Oral-Visual presentation includes a variety of modes of expression and technologies. Seniors are encouraged to examine and use the mode(s) most effective for their project. This is a public presentation to the Project Committee. Up to 3 minutes of audio/video may be used towards your presentation time. Any additional minutes must be added to the presentation length.

If a student needs to get coverage for a committee member/teacher for their Oral-Visual they should contact their monitor for a list containing the faculty's free periods. This list is in the Teacher Handbook. It is the student's responsibility to ask and arrange coverage for that committee member who needs it. The faculty member may or may not agree to cover, resulting in the possibility of having to change the presentation date.

Examples of Technology

What is Technology?

A common definition of technology is “the practical application of scientific knowledge to solve a problem or satisfy a need.” In general, technology consists of processes and knowledge that people use to extend human abilities and to satisfy human needs and wants. The effective use of technology in your Senior Project can demonstrate your ability to be an effective communicator, to be an innovative problem solver, and to be a critical thinker.

The following are some examples of technology that could be used as part of your Senior Project Oral-Visual presentation:

Machine- equipment that performs work using power

Equipment- a broad term for any physical tool

Vehicles- equipment used to transport people

Software- digital instructions for computers

Communication technology - the storing, retrieving, and sending information between people and/or machines

Environmental technology - the use of science, knowledge and various forms of tech for the betterment of the environment and our ecosystem

Agriculture technology - application of techniques to control the growth and harvesting of animal and vegetable products.

Electronic technology - the design, manufacture, installation, testing, maintenance and control of electronic parts

Robotics technology - the process of designing and building intelligent robots.

Assistive technology - equipment used for assisting people with disabilities.

Manufacturing Technology - any system or device that improves production

Presentation technology refers to a wide range of applications that enable students and teachers to display information during a lecture. These applications usually allow for some combination of text and graphics as well as embedded video and can be used to help organize presentations, show examples, and provide visual interest. Examples of this type of technology include Microsoft PowerPoint, Apple Keynote, Google Slides, and Prezi.

General Recommendation for Slideshow Slides:

- Use font size large enough to be visible, including captions and legends (look at your slides from the back of your actual classroom to check)
- Use legible color combinations (keep in mind when referring to different color items that some students are color blind)
- Use graphs rather than word-heavy charts when possible
- Display only essential information and limit the number of words/bullets per slide
- Use slides for outlines and examples rather than trying to capture every point you make
- Display only the information that will help students; find other ways to keep yourself on track for the presentation
- Distribute the slides or another outline-style handout in advance
- Avoid overly flashy transitions and special effects that can be distracting

Example for Oral Visual Presentation Outline

Three-dimensional printing is a valuable capability that has and will continue to revolutionize design and engineering.

1. Introduction

- a. 3D printing is the process of using a machine to create a physical model of a three-dimensional digital drawing.
- b. Which of the following items have already been created by a three-dimensional printer?
- c. “Third Industrial Revolution”
- d. Early development of 3D printing

2. Types of 3D printing

- a. Stereolithography
- b. Fused deposition modeling
 - i. Afina 3D printer display
- c. Selective laser sintering
- d. Electron beam melting
- e. Direct metal laser sintering
- f. Selective laser melting

3. Subtractive manufacturing

4. 3D printing and the environment

5. Increased availability of 3D printing

6. Applications of 3D printing

- a. Biomedical applications
 - i. Video: Boy gets prosthetic hand made by 3-D printer
- b. Automotive industry applications
 - i. Printing car parts
 - ii. The Strati
- c. Aerospace Industry applications
- d. Additional applications
 - i. Architecture
 - ii. Art
- e. Educational applications

7. Conclusion

- a. “The 21st century is going to be about bringing the virtual world into closer alignment with the physical one.” -Fabricated: The New World of 3D Printing

Rubric: Senior Project Evaluation Oral-Visual

	SUCCESSFUL	NOT YET SUCCESSFUL
Content	<p>Meets ALL of the following criteria:</p> <ul style="list-style-type: none"> Communicates supporting information or data. Communicates importance, value, or impact. Communicates conclusions. Verbally cites 2 sources within the presentation. Uses appropriate terminology and some awareness of the audience. Responds adequately to questions Clearly identifies and elaborates on project's alignment with PoG pillars: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Responsible Citizen <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Innovative Problem Solver </div> <div> <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Lifelong Learner <input type="checkbox"/> Engaged Collaborator </div> </div>	<p>Fails to meet 1 or more of the following criteria:</p> <ul style="list-style-type: none"> Communicates supporting information or data. Communicates importance, value, or impact. Communicates conclusions. Verbally cites 2 sources within the presentation. Uses appropriate terminology and some awareness of the audience. Responds adequately to questions Clearly identifies and elaborates on project's alignment with PoG pillars: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Responsible Citizen <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Innovative Problem Solver </div> <div> <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Lifelong Learner <input type="checkbox"/> Engaged Collaborator </div> </div>
Effective Presentation Speaking	<p>Meets ALL of the following criteria:</p> <ul style="list-style-type: none"> Uses appropriate body language. Sufficient eye contact with members of the audience Enunciates clearly, correctly, and efficiently most of the time. Includes a variety of tone, volume, and speed. Neat appearance. 	<p>Fails to meet 1 or more of the following criteria:</p> <ul style="list-style-type: none"> Uses appropriate body language. Sufficient eye contact with members of the audience Enunciates clearly, correctly, and efficiently most of the time. Includes a variety of tone, volume, and speed. Neat appearance.
Organization	<p>Meets ALL of the following criteria:</p> <ul style="list-style-type: none"> Prepares and follows a presentational outline to be shared with the audience. Uses an appropriate beginning and ending. Primarily focuses around a controlling idea or thesis. Consistently moves smoothly from one idea to the next. 	<p>Fails to meet 1 or more of the following criteria:</p> <ul style="list-style-type: none"> Prepares and follows a presentational outline to be shared with the audience. Uses an appropriate beginning and ending. Primarily focuses around a controlling idea or thesis. Consistently moves smoothly from one idea to the next.
Visual/Media Presentation	<p>Meets ALL of the following criteria:</p> <ul style="list-style-type: none"> Presentation serves to communicate relevant information in a complete and thoughtful way. Grammatical structures reflect a high degree of accuracy Pictures, text, color, and theme combine to create an effective presentation; all graphics are relevant and support the theme/content of the presentation Animations and transitions are timely and effective Includes supplemental/additional technology as part of the presentation Minimum – 15 minutes (not including Q & A) 	<p>Fails to meet 1 or more of the following criteria:</p> <ul style="list-style-type: none"> Presentation serves to communicate relevant information in a complete and thoughtful way. Grammatical structures reflect a high degree of accuracy Pictures, text, color, and theme combine to create an effective presentation; all graphics are relevant and support the theme/content of the presentation Animations and transitions are timely and effective Includes supplemental/additional technology as part of the presentation Minimum – 15 minutes (not including Q & A)

Process Component

The process component culminates with a Process Paper. The Process Paper is a **personal essay** that **demonstrates reflection** on the process and methods used. This begins with the initial idea and ends with the completion of the project.

The Process Paper

The purpose of a process paper is to summarize the process you went through in completing this project. This paper is to be written in the first person (I realize now...) and should be two pages in length. You need to address the following:

- What were the major things you had to do to complete this project?
- What problems did you have? Were they anticipated?
- What would you do differently if you had it to do over again?
- What were the positives and negatives of this experience?
- How did completing this project demonstrate your understanding of the pillars of the Portrait of a Graduate?
- What comments would you like to make to the Steering Committee about this process?

THE PROCESS PAPER IS DUE ON OR BEFORE MARCH 3, 2023

Rubric- Process Paper

	SUCCESSFUL	NOT YET SUCCESSFUL
Process Paper	Meets ALL of the following criteria: Project connection to PoG Typed, double spaced, 12pt. font, spellchecked, but with errors. Minimum of 2 pages	Fails to meet 1 or more of the following criteria: Project connection to PoG Typed, double spaced, 12pt. font, spellchecked, but with errors. Minimum of 2 pages

Any student who receives an NYS on their process paper will have 5 school days to revise and resubmit to the monitor.

Benchmark C

Due no later than March 3, 2023

_____ Oral-Visual Presentation of project
successfully presented.

_____ Process paper completed

Benchmark C completed. _____
(Monitor Signature)

Any person with an Oral-Visual presentation graded NYS has **5 school days** to make up this deficiency.

SENIOR PROJECT DUE DATE CHECKLIST

REQUIREMENT	DUE DATE	TASK COMPLETED
BENCHMARK A		
STATEMENT OF UNDERSTANDING	4/12/22	
PROJECT PROPOSAL	4/12/22	
ACTION PLAN & SMART GOAL	5/17/22	
COMMITTEE MEMBERS	5/17/22	
BENCHMARK B		
WORK LOG (20 h. min)	9/20/22	
INITIAL REFLECTION QUESTIONS	9/20/22	
COMPLETED WORK LOG (40 h min)	10/18/22	
DRAFT OF REFLECTION PAPER	10/18/22	
FINAL REFLECTION PAPER	11/29/22	
BENCHMARK C		
ORAL-VISUAL PRESENTATION	3/3/23	
PROCESS PAPER	3/3/23	

Additional Project Forms

[Performance Activity Proposal Form](#)- Used to request / reserve spaces in the school such as auditorium, library, or conference rooms for your presentation

[Permission to Travel by Private Transportation \(Driver\)](#)- Permission from Parent /Guardian for senior student to use private vehicle for Senior Project