

# Tri-County Regional Vocational Technical High School

## Senior Project Manual



2019-2020

### **Senior Project Committee:**

Mary-Ellen MacLeod .....	Administrator
Anne Marie Guanci.....	Vocational Representative
John Kowalczyk .....	Representative at Large
Brian Keaney .....	English Representative

## ***Quick Links to Key Pages***

### **[Grade Weights and Due Dates/Timeline](#)**

#### **Journal Entries:**

- ~ [Description/Overview](#)
- ~ Samples: [Brainstorming](#) [Notetaking](#)
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#### **Topic Proposal**

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- ~ [Description/Overview](#)
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## Foreword

The cornerstone of learning at Tri-County Regional Vocational Technical High School rests on students' ability to integrate their Academic and Vocational-Technical skills and to demonstrate them in real world contexts. In order to be successful in the 21st Century workplace, Tri-County RVTHS graduates must be able to identify and solve a wide range of problems; The Senior Project is a vehicle for students to develop, practice and exhibit these vital, real-world skills.

### Senior Project Objectives: *Students Will Be Able To*

- ★ **Identify** a problem, need for improvement, and/or desire for a new product or service
- ★ **Develop** real-world solutions to those problems/challenges
- ★ **Find, Summarize, Assess and Reflect on** QUALITY sources
- ★ **Collaborate** across academic and vocational disciplines
- ★ **Practice** MLA documentation
- ★ **Create** a product
- ★ **Deliver** a formal presentation

## Senior Project Overview and Guidelines

### I. General

Vocational-Technical Instructors and English Instructors will serve as co-advisors for each step of the process. All components of the project must conform to the Tri-County Student Handbook and will include the following components:

- A Topic Proposal
- An Annotated Bibliography
- Product Development Plan
- Reflective Journal Entries
- An Original Product
- A Formal Presentation

### II. Topic Selection

Topics should be the result of research and reflection, representing each student's specific interests, expertise and professional goals. Project topics will also:

- Extend learning beyond the scope of the vocational curriculum and daily shop activities
- Receive approval from both the junior year Vocational and English instructors
- Focus on solving a problem or addressing a consumer/community need
- Explore real-world solutions and applications
- Avoids focusing exclusively on instruction ("How to") and/or historical timelines ("History of," "Evolution of")

### III. Written Components

Senior Project written assignments will feature research-based material, edited for professional style and content, as well as personal, reflective journal entries. All written work will follow MLA guidelines. Students can find full descriptions of each component on pages 8-9; additionally, students should consult pages 22-29 for templates and samples for the following:

- A series of Journal Entries corresponding to each step of the process, from topic selection to preparing the presentation
- A formal Topic Proposal
- A Draft Works Cited page, featuring a min. of FIVE quality sources, THREE of which must be from online databases
- An Annotated Bibliography reviewing at least THREE quality sources, TWO of which must be from online databases
- A Product Development Plan, providing an overview of the product to be completed and presented in each student's senior year

### IV. Product

Student products will be the result of independent work and *demonstrate the real-world application* of each topic. The product must reflect a minimum of 30 hours of work. Products may include (but are not necessarily limited to):

- Marketing Plan or Proposal for new products or services
- Improvement Plan (Shop efficiency, Green energy, etc.)
- Models/Samples
- PR Materials (brochures, websites, etc.)
- Real working products
- PSA's/Marketing Videos

Projects canNOT be poster boards (unless being used as a supplemental visual), basic demonstrations or a pre-made kit.

### V. Presentation

During the senior year, each student will provide an overview of their project experience to a panel for evaluation, in a formal 10 minute presentation. In a slideshow (which can incorporate video), each student will highlight:

- The topic selection process (inspiration for choosing the topic)
- Specific goals reflecting the project's real-world applications
- A reflection looking back over the entire process, focusing especially on creating the product and the lessons learned from the project, generally
- Visual evidence of product development/creation
- Pictures of the student working on their product
- The presentation will include the completed product on display

## **Senior Project Roles**

### **Role of the Student:**

- ~ Complete ALL stages of the project
- ~ Maintain an electronic copy of all work in progress, i.e. journal entries. Work must be saved to students' Google drive **in a Google folder shared among the student, Vocational and English instructors**
- ~ Share the electronic copy of annotated bibliography and journal with English instructor and Vocational-Technical instructor

### **Role of the Parents/Guardians:**

- ~ Support students at every stage of the process
- ~ Provide financial assistance for project-related purchases (Tri-County does NOT incur any costs for materials or services related to Senior Project)

### **Role of the English Teacher:**

- ~ Instruct the student in the creation and sharing of documents via Google Drive, including the use of a standard file name: Last Name/Assignment Name/Teacher (ex. Smith Topic Proposal Keaney).
- ~ Instruct the student in the proper format and process of composing the Annotated Bibliography.
- ~ Track submission dates.
- ~ Refer students' missing assignments in the Assignment Timeline (pg. 9) to the Homework Center, beginning with first missing journal entry (or see that student stays after school for help).
- ~ Identify any evidence of plagiarism and coach students in relevant revisions.
- ~ Review the journal entries and advise students of necessary - mandatory revisions.
- ~ Evaluate the journal entries with regard to MLA standards, as well as corrections as indicated on the journal.
- ~ Confer with the student's Vocational-Technical Instructor regarding the content of the research and integrate evaluations of form and content to arrive at the final grade for the journal.
- ~ Collect one final draft copy (electronic)
- ~ Coach the student in appropriate strategies for oral presentations
- ~ Proofread students' slideshows prior to presentation in the senior year

### **Role of the Vocational-Technical Instructors:**

- ~ Assist student with selection and approval of project topic
- ~ Assist and advise the student in technical aspects of the project
- ~ Track topic selection and submission dates
- ~ Allocate one class period per shop week during the junior year for work on the project
- ~ Monitor student progress in accordance with project guidelines

- ~ Refer students missing assignments in the Assignment Timeline (pg. 9) to the Homework Center
- ~ Review the journal entries and advise student of needed or appropriate revisions
- ~ Evaluate the final journal for technical content, as well as corrections indicated on First Draft
- ~ Submit Grade 11 Final Draft Bibliography grade to Senior Project Coordinator
- ~ Submit completed Senior Project Approval Form to Senior Project Coordinator
- ~ Oversee student work during “Senior Project Product Week”
- ~ All shop hours must be logged into the Senior Project Product Daily Evaluation Form provided on page 18. (Use multiple sheets, one for each student)
- ~ Maintain a list of missing Product submissions according to TimeLine (pg. 7)
- ~ Assist and coach the student in preparation for the oral presentation, verifying the accuracy of technical information (Shop)

**Role of the Library Media Specialist:**

- ~ Provide students with research strategies and assistance
- ~ Schedule with Vocational Instructors to meet with students
- ~ Assist students in the location of research materials
- ~ Coordinate and schedule the use of library resources, including printed materials and computer databases

**A Note on Work Completion and Remediation:**

- ~ Any student repeating Grade 11 will restart the process/project with a NEW topic
- ~ All written work will be submitted to BOTH the Shop and English instructors via Google (NOTE: instructors reserve the right to require paper copies of written materials and will express those expectations clearly to students)
- ~ Students must complete each component of the project, even if late point deductions bring a given assignment grade to a zero
- ~ After one day late for any component, students will attend the Homework Center (or work after school with either their English or Shop teacher) until successful completion of outstanding assignments
- ~ The Senior Project process will constitute 19% of the senior year trade program grade
- ~ Failure to maintain progress and adhere to deadlines for *all* writing components *will* impact eligibility for co-op
- ~ Successful completion of the Senior Project is a requirement for graduation

## Senior Project Timeline 2019 – 2020

<b>JUNIORS</b>	
<b>VOCATIONAL</b>	<b>WEIGHT</b>
<b>(December 6)</b> Brainstorming Journal	<b>T2</b>
<b>(December 20)</b> Topic Proposal	<b>T2</b>
<b>(January 17)</b> Draft Works Cited Page	<b>T2</b>
<b>(January 31, Feb 14, March 6)</b> Note-Taking Journals A, B, C	<b>T2 (T2 assignments will count for 10% of the Second Trimester Grade)</b>
<b>(March 20)</b> Rough Draft Annotated Bibliography	<b>T3</b>
<b>(April 17)</b> Final Annotated Bibliography	<b>T3 (T3 assignments will count for 10% of the Third Trimester Grade)</b>
<b>ENGLISH</b>	<b>WEIGHT</b>
<b>(December 6)</b> Brainstorming Journal	<b>5% Trimester 2</b>
<b>(December 20)</b> Topic Proposal	<b>5% T2</b>
<b>(January 17)</b> Draft Works Cited Page	<b>5% T2</b>
<b>(January 31, Feb 14, March 6)</b> Note-Taking Journals A, B, C	<b>10% T2 combined</b>
<b>(March 20)</b> Rough Draft Annotated Bibliography	<b>10% T3</b>
<b>(April 17)</b> Final Annotated Bibliography	<b>15% T3</b>
<b>SENIORS</b>	
<b>VOCATIONAL</b>	<b>WEIGHT</b>
<b>(September 13)</b> Product Development Plan	<b>10% Trimester 1</b>
<b>(January 3)</b> Slideshow Draft	Shop teachers will grade as an assignment called "presentation rough draft" within a category of his or her choosing ( <b>Trimester 2</b> )
<b>(January 6)</b> Product	<b>20% T2</b>
<b>ENGLISH</b>	<b>WEIGHT</b>
<b>(Dec 16-20)</b> Slideshow development in Senior English classes	<b>Classwork Grade T2</b>

**\*\*\* Presentations begin week of January 13th, 2020**

## Written Components

### 1. Journal Entries (Brainstorming and Notetaking-Junior Year)

The Senior Project Journal is a chance for students to record and reflect on their ideas at every step of the process, from topic selection to preparing the presentation. While journal writing is much less formal than the other written work for the Senior Project, journal entries will be evaluated for completeness, level of detail and basic writing standards. The chart below indicates the topics for each entry. Rubric for Journal entries appear on page 14; sample journal entries appear on pages 22-25.

	Due Date	Required Elements
Journal Entry: Brainstorming	<b>December 6</b>	<ol style="list-style-type: none"> <li>1. Brainstorming topics</li> <li>2. Initial concerns, questions</li> <li>3. Topic preferences, early product ideas</li> <li>4. Goal Setting: What's next? What's your plan?</li> </ol>
Notetaking Journal A:	<b>January 31</b>	<ol style="list-style-type: none"> <li>1. Title and Author from a source selected <u>from the Works Cited</u></li> <li>2. <u>Detailed notes in students' own words</u> and quoted from source. Notes may take bulleted or outline form but <u>must reflect solid understanding of the source and acquired knowledge</u>. (minimum of 300 words, not including titles and headings)</li> <li>3. Commentary and Questions about the source</li> <li>4. Goal Setting: What's next? What's your plan?</li> </ol>
Notetaking Journal B:	<b>Feb 14</b>	Same as above (Notetaking Journal A)
Notetaking Journal C:	<b>March 6</b>	Same as above (Notetaking Journal A)

### 2. Topic Proposal (Junior Year)

Choosing the topic for the Senior Project is the stepping stone for completing a successful, rewarding and exciting project. This is an opportunity for students to explore something entirely new or to challenge their skills in an area that is already familiar to them. Choosing the Senior Project topic must be a **learning stretch** of personal choice. A learning stretch is demonstration of knowledge and research over and beyond previously learned material. Neither the Vocational Teacher nor the junior English teacher will approve any topic unless there is clear evidence of a learning stretch. Students must be actively engaged throughout the entire Senior Project process and therefore choosing a topic carefully and wisely will determine the success of the project. See a sample Topic Proposal on pages 26-27.



**Topic Proposals should cover the following required elements in a minimum of 300 words, double-spaced size 12 Times New Roman font (not including headings and titles):**

1. What would you like to learn more about (that goes BEYOND the Shop curriculum?) What problem would you like to solve?
2. Why does this topic/issue/process interest YOU?
3. What kind of project(s) can you imagine at this early stage?
4. What would you like to do better, in shop, English class or both? How can this project help?
5. How does your topic explore something that is above and beyond what you learn and do in shop?

### **3. Works Cited Page Draft (Junior Year)**

The Works Cited page is the foundation for each student's research; it will contain at least FIVE *quality* sources, of which THREE should be from an online database (*or a source of equivalent academic quality-at teacher discretion*). Students will not use retail websites (Home Depot.com, etc.), instructional sites (eHow.com, etc.) or Wikipedia articles. See a sample Works Cited on page 28.

### **4. Annotated Bibliography (Junior Year)**

The Annotated Bibliography is a logical progression from the Works Cited draft and is the area within the Senior Project where students will interact most closely and intensely with their sources. Students will write a *summary* of each source, an *assessment* of each source's strengths and weaknesses, and finally a *reflection* about how each source will aid in the overall project. Students will submit a rough draft of the bibliography to both their English and Vocational instructors; the final draft MUST reflect a genuine effort toward revision based on those teachers' comments. See a sample Annotated Bibliography on page 29.

### **5. Product Development Plan (Senior Year)**

The product Development Plan is the last major component that must be completed before the construction of each student's physical product. Each plan should be written in paragraph-form (not bullet points) and include the following:

- ~ A full detailed description/overview of expected outcomes: including what the product will ultimately look like, how it will operate, all parts, design decisions, size/dimensions
- ~ An overview of materials needed and corresponding (estimated) costs
- ~ A planned procedure, outlining each stage: specific tasks to be completed, calendar-goals for each step, etc.
- ~ A space for concerns, potential obstacles, etc.

Students should use the form on pages 30-31. Parents/Guardians must also approve the product and sign the Product Development Plan.

## Products

*The purpose of your product is to demonstrate how your topic might appear in a real-world context and should reflect creativity, vocational-technical knowledge, neatness and attention to detail.*

Products will be developed with your Vocational-Technical Instructor(s) with some input from your English Instructor. Your product must be something *visual* that you will present at the conclusion of the process, during your senior year. Products may include any of the following or combination of the following; these are suggestions and you are certainly welcome to propose products not listed here:

- ~ Marketing Plan
- ~ Improvement Plan (Shop efficiency, Green energy)
- ~ Professional Proposal (New products or services)
- ~ Models/Samples
- ~ PR Materials (brochures, websites)
- ~ PSA's/Marketing Videos

Sample products from a selection of vocational areas appear on page 21.

\*Any absence from Co-op placement to work on Senior Projects will be considered an unexcused absence and may result in permanent suspension from Co-op. You MAY NOT ask your employer for time off to work on your project. Students needing extra time are encouraged to complete the project during academic week late help sessions. Co-op students who have not submitted their Senior Product by the due date will be suspended from Co-op until it is completed and turned in to the vocational instructor.

## Presentation

The final presentation provides an opportunity for each student to explain the inspiration and process for completing the product as well as demonstrating to the panel the knowledge they have acquired.

Presentations will occur in the **second and third** trimesters of the Senior Year. Students will prepare a formal slideshow, which they will use (in conjunction with practical demonstration, video, and other relevant presentation materials) as the foundation for the presentation. Each student's product must be present, as well as part of the evaluation. Students will present before a panel, which includes one Tri-County administrator, one teacher and one representative of the student's vocational field. Students should consult the grading rubrics at the conclusion of this manual to familiarize themselves with expectations regarding time limits, attire and other specific aspects of the presentation.

Students who cannot present their Senior Project Presentation because of death in the family, a medical emergency or a snow day will be rescheduled at the discretion of the Senior Project Committee, and should be prepared to give their presentation upon return to school. A student's excused absence from school will be rescheduled and graded without penalty. **(A doctor's note is only valid if student is seen and actual treatment dates are indicated).** All others who do not appear for presentation as scheduled will incur a 20% penalty on their presentation/product grades.

Note: an option to appeal the presentation grade is in place if there is evidence that protocol has been violated. The student must submit a request in writing using business letter format, in their own words to the Senior Project Committee. The request must be received within 5 school days of the presentation. Time invested in the creation of the senior project is not a grievable item and will not be considered. If the student is not satisfied with the written response of the committee she/he is entitled to a meeting with the Senior Project Committee.

**Grading Rubric for the Brainstorming Journal Entry: Vocational**

\* The Brainstorming entry must be uploaded to the Google Drive Folder by the due date and will lose TEN points per school day late. For example, if a Brainstorming entry is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:

Date:

Topic:

Content	Addresses ALL four required elements  (40 points)	Addresses three of the required elements  (35 points)	Addresses two of the required elements  (30 points)	Addresses only one of the required elements  (0-25 points)
Effort	Journal entry reflects maximum effort and thought  (50 points)	Journal entry reflects good effort  (40 points)	Journal entry reflects some effort  (30 points)	Journal entry reflects little or no effort  (0-20)
Length	300 word minimum  (10 points)	* Proposals of Less than 300 words not accepted	* Proposals of Less than 300 words not accepted	* Proposals of Less than 300 words not accepted

Teacher Name:

Total Score:

**Required elements:**

1. Brainstorming topics
2. Initial concerns, questions
3. Topic preferences, early product ideas
4. Goal Setting: What's next? What's your plan?

**Grading Rubric for the Topic Proposal: Vocational**

\* The Proposal must be uploaded to the Google Drive Folder by the due date and will lose TEN points per school day late. For example, if a Topic Proposal is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:

Date:

Topic:

Quality of Content-see below	Addresses ALL five assigned topics thoroughly in engaging, thoughtful, reflective prose  (90 points)	Addresses the majority (3-4) of assigned topics in mostly thoughtful, reflective prose  (80 points)	Addresses HALF (2-3) of assigned topics, mostly in a brief and/or superficial manner  (70 points)	Addresses FEWER THAN HALF (1-2) of assigned topics, mostly in a brief or superficial manner  (0-60 points)
Length	300 word minimum  (10 points)	* Proposals of Less than 300 words not accepted	* Proposals of Less than 300 words not accepted	* Proposals of Less than 300 words not accepted

Teacher Name:

Total Score:

**Required elements:**

1. What would you like to learn more about or What problem would you like to solve (or issue address)?
2. Why does this topic/issue/process interest YOU?
3. What kind of product(s) can you imagine at this early stage?
4. What would you like to do better, in shop, English class or both? How can this project help?
5. How does your topic explore something that is above and beyond what you learn and do in shop?

**Grading Rubric for Notetaking Journals Entries A, B and C: Vocational**

\* Entries must be uploaded to the Google Drive Folder by the due date and will lose TEN points per late school day. For example, if a Journal Entry is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:

Date:

Topic:

Required Elements-see below	Addresses ALL four of required elements  (30 points)	Addresses three of the required elements  (35 points)	Addresses two of the required elements  (25 points)	Addresses only one or none of the required elements  (0-20 points)
Quality of Content	Advanced, thoughtful attention to specific trade-related information (jargon, statistics, etc.) (60 points)	Strong focus on trade-related information (jargon, statistics, etc.) (50 points)	Basic grasp of trade-related details with minimal attention to jargon, statistics and other details (40 points)	Weak attention to trade-related detail demonstrating little understanding of the source (0-30 points)
Length	300 word minimum  (10 points)	* Entries that do not meet the min. word count will not be accepted	* Entries that do not meet the min. word count will not be accepted	* Entries that do not meet the min. word count will not be accepted

Teacher Name:

Total Score:

**Required elements:**

1. Title and Author from a source selected from the Works Cited
2. Detailed notes in students' own words and quoted from source. Notes may take bulleted or outline form but must reflect solid understanding of the source and acquired knowledge. (minimum of 300 words, not including titles and headings)
3. Commentary and Questions about the source
4. Goal Setting: What's next? What's your plan?

**Grading Rubric for the Rough Draft Works Cited Page: Vocational**

\* Rough draft Works Cited pages must be uploaded to the Google Drive Folder by the due date and will lose TEN points per school day late. For example, if a rough draft Works Cited is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:

Date:

Topic:

Relevance	Evident/clear connection between sources and topic  (80 points)	Apparent, but weaker connection between sources and topic  (70 points)	Limited, potentially problematic connection between sources and topic  (60 points)	Sources are not clearly connected (or unrelated) to topic  (0- 50 points)
Sources	5 Quality Sources 3 of which are from databases  (20 points)	* Works Cited pages that do not adhere to these minimal requirements will not be accepted (grading will start at one day late)	* Works Cited pages that do not adhere to these minimal requirements will not be accepted (grading will start at one day late)	* Works Cited pages that do not adhere to these minimal requirements will not be accepted (grading will start at one day late)

Teacher Name:

Total Score:

## Grading Rubric for the Annotated Bibliography: Vocational

\* Annotated Bibliographies must be uploaded to the Google Drive Folder by the due date and will lose TEN points per school day late. For example, if the Annotated Bibliography is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

\* Annotations must be a minimum of 300 words EACH; Bibliographies with fewer than 3 sources OR with any annotations below 300 words will not be accepted (grading will start at one day late)

Name:

Date:

Topic:

	Clearly organized into three components: Summary, Assessment, Reflection  (10 points)	Loosely organized into three components: Summary, Assessment, Reflection  (5 points)	Bibliography does not reflect any degree of organization  (0 points)	
Quality of Content	Annotations reflect sophisticated understanding of sources and contain specific evidence, <b>including quotations</b> from each source  (60 points)	Annotations reflect comprehensive understanding of sources and contain specific evidence, <b>with minimal quotations</b> from each source  (50 points)	Annotations reflect superficial understanding of sources and contain minimal evidence, <b>without quoting</b> from each source  (40 points)	Annotations reflect limited, scattered understanding of sources and do not refer to specific elements of the sources  (0-30 points)
Editing	Annotations feature NO surface errors (spelling, capitalization, sentence completion) and <b>summaries</b> reflect a formal tone (avoiding “I,” “you,” slang)  (30 points)	Annotations feature FEW surface errors (spelling, capitalization, sentence completion) and some informal tone (“I,” “you,” slang) in the <b>summaries</b>  (20 points)	Annotations feature SEVERAL surface errors (spelling, capitalization, sentence completion) and some informal tone (“I,” “you,” slang) in the <b>summaries</b>  (10 points)	Surface errors (spelling, capitalization, sentence completion) and informal tone in the <b>summaries</b> (“I,” “you,” slang) distract from the overall meaning of most of the annotations  (0-9 points)

Teacher Name:

Total Score:



**Grading Rubric for ALL Journal Entries: English**

\* Entries must be uploaded to the Google Drive Folder by the due date and will lose TEN points per school day late. For example, if a Journal Entry is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:	Date:	Topic:		
Format	Proper MLA Heading; Double spaced, size 12 Times Roman Font: NO spelling, capitalization errors; complete sentences  (20 points)	Proper MLA Heading; Double spaced, size 12 Times Roman Font: Minimal spelling, capitalization, sentence errors;  (15 points)	Heading, Spacing and/or Font errors; Numerous spelling, capitalization, sentence (fragments) errors  (10 points)	Minimal attention to formatting: significant spacing, heading, font errors; Many spelling, capitalization errors  (5 points)
Quality of Content-see below	Addresses ALL required elements and reflects advanced, thoughtful, critical analysis  (70 points)	Addresses the majority of assigned topics and demonstrates a high degree of critical thinking  (60 points)	Addresses HALF of assigned topics and demonstrates limited critical thinking  (50 points)	Addresses FEWER THAN HALF of assigned topics and lacks critical thinking  (0-40 points)
Length	300 word minimum  (10 points)	* Entries that do not meet the min. word count will not be accepted	* Entries that do not meet the min. word count will not be accepted	* Entries that do not meet the min. word count will not be accepted

Teacher Name:

Total Score:

**Required elements:**

1. Title and Author from a source selected from the Works Cited
2. Detailed notes in students' own words and quoted from source. Notes may take bulleted or outline form but must reflect solid understanding of the source and acquired knowledge. (minimum of 300 words, not including titles and headings)
3. Commentary and Questions about the source
4. Goal Setting: What's next? What's your plan?

**Grading Rubric for the Topic Proposal: English**

\* The Proposal must be uploaded to the Google Drive Folder by the due date and will lose TEN points per school day late. For example, if a Topic Proposal is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:	Date:	Topic:		
Format	Proper MLA Heading; Double spaced, size 12 Times Roman Font; NO spelling, capitalization errors  (20 points)	Proper MLA Heading; Double spaced, size 12 Times Roman Font; Minimal spelling, capitalization errors  (15 points)	Heading, Spacing and/or Font errors; Numerous spelling, capitalization errors  (10 points)	Minimal attention to formatting; significant spacing, heading, font errors; Many spelling, capitalization errors  (5 points)
Quality of Content	Addresses ALL five assigned topics thoroughly in engaging, thoughtful, reflective prose  (70 points)	Addresses the majority (3-4) of assigned topics in mostly thoughtful, reflective prose  (60 points)	Addresses HALF (2-3) of assigned topics, mostly in a brief and/or superficial manner  (50 points)	Addresses FEWER THAN HALF (1-2) of assigned topics, mostly in a brief or superficial manner  (0-40 points)
Length	300 word minimum  (10 points)	* Proposals of Less than 300 words not accepted	* Proposals of Less than 300 words not accepted	* Proposals of Less than 300 words not accepted

Teacher Name:

Total Score:

**Required elements:**

1. What would you like to learn more about or What problem would you like to solve (or issue address)?
2. Why does this topic/issue/process interest YOU?
3. What kind of product(s) can you imagine at this early stage?
4. What would you like to do better, in shop, English class or both? How can this project help?
5. How does your topic explore something that is above and beyond what you learn and do in shop?

**Grading Rubric for the Rough Draft Works Cited Page: English**

\* Rough draft works cited pages must be uploaded to the Google Drive Folder by the due date and will lose TEN points per school day late. For example, if a rough draft Works Cited is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc.

Name:

Date:

Topic:

Format	Proper MLA Formatting; Double spaced, size 12 Times Roman Font; NO Formatting errors  (70 points)	Proper MLA Formatting; Double spaced, size 12 Times Roman Font; Minimal Formatting errors  (60 points)	Numerous Formatting, Spacing and/or Font errors  (50 points)	Minimal attention to formatting: significant spacing, heading, style errors  (0-40 points)
Relevance	Evident/clear connection between sources and topic  (20 points)	Apparent, but weaker connection between sources and topic  (10 points)	Limited, potentially problematic connection between sources and topic  (5 points)	Sources are unrelated to topic  (0 points)
Sources	5 Quality Sources 3 of which are from databases  (10 points)	* Works Cited pages that do not adhere to these minimal requirements will not be accepted (grading will start at one day late)	* Works Cited pages that do not adhere to these minimal requirements will not be accepted (grading will start at one day late)	* Works Cited pages that do not adhere to these minimal requirements will not be accepted (grading will start at one day late)

Teacher Name:

Total Score:

## Grading Rubric for the Annotated Bibliography: English

\*Annotated Bibliographies must be uploaded to the Google Drive Folder by the due date and will lose TEN points per school day late. For example, if the Annotated Bibliography is due on an Academic Friday, students can earn a maximum of 90 points the following Shop Monday. Instructors will use the time/date of the LAST EDIT on a given Google Doc. Annotations must be a minimum of 300 words EACH; Bibliographies with fewer than 3 sources OR with any annotations below 300 words will not be accepted (grading will start at one day late)

Name:	Date:	Topic:		
Format	Proper MLA Formatting; Double spaced, size 12 Times Roman Font: NO Formatting errors  (10 points)	Proper MLA Formatting; Double spaced, size 12 Times Roman Font; Minimal Formatting errors  (5 points)	Numerous Formatting, Spacing and/or Font errors  (0-4 points)	Minimal attention to formatting  (0 points)
Structure	<i>Annotations</i> clearly organized into three components: Summary, Assessment, Reflection  (10 points)	<i>Annotations</i> loosely organized into three components: Summary, Assessment, Reflection  (5 points)	<i>Annotations are missing components and bibliography is minimally organized</i>  (2.5 points)	Annotations lack summaries, evaluations, or reflections and no attempt made to organize bibliography  (0 points)
Quality of Content	Annotations reflect sophisticated understanding of sources and contain specific evidence, <b>including quotations</b> from each source  (50 points)	Annotations reflect comprehensive understanding of sources and contain specific evidence, <b>with minimal quotations</b> from each source  (40 points)	Annotations reflect superficial understanding of sources and contain minimal evidence, <b>without quoting</b> from each source  (30 points)	Annotations reflect limited, scattered understanding of sources and do not refer to specific elements of the sources  (0-20 points)
Editing	Annotations feature NO surface errors (spelling, capitalization, sentence completion) and <b>summaries</b> reflect a formal tone formal tone (avoiding “I,” “you,” slang)  (30 points)	Annotations feature FEW surface errors (spelling, capitalization, sentence completion) and some informal tone (“I,” “you,” slang) in the <b>summaries</b>  (20 points)	Annotations feature SEVERAL surface errors (spelling, capitalization, sentence completion) and some informal tone (“I,” “you,” slang) in the <b>summaries</b>  (10 points)	Surface errors (spelling, capitalization, sentence completion) and informal tone in the <b>summaries</b> (“I,” “you,” slang) distract from the overall meaning of most of the annotations  (0-9 points)

Teacher Name:

Total Score:

## Samples of Project Components

Vocational Area	Topic	Research	Product/Presentation
Culinary Arts	Restaurant Proposal	~ dishes, ingredients, etc. from an under-represented cuisine ~ business planning ~ requirements (legal, financial, etc.) for opening a restaurant	~ Full menu featuring items for every stage of a dining service ~ Layout and design of a restaurant ~ Advertising materials ~ Presentation: Grand Opening of the restaurant
Medical Careers	Blood Donation	~ current information regarding the need for blood ~ challenges for public blood collection campaigns ~ technical process for blood collection	~ Plan for a Blood Donation Event ~ PSA about the need for blood ~ Public Relations materials promoting the event ~ Plan for collection/delivery of blood donations
HVAC Technologies	Home Heating Options	~ trends in heat systems ~ new and developing technologies ~ the science of heat/heat delivery ~ pros/cons of various systems	~ Consumer Guide to Heating Options ~ Presentation: Model a home-visit overview to a potential customer

## **Sample: Brainstorming Journal**

Student Name

English and Shop Instructors

English class and Shop

Date

Journal Entry: 1

Word Count (not including headings): 300

### **1. Brainstorming topics**

At this point, there are several topics that I might do for Senior Project. First, I might pick solar panels, because my family just had them installed on our house this summer and I can talk to my parents about that. Also, I would really like to do something about Women in the HVAC field considering that I'm the only girl in my grade in the shop right now. I think it is really important for women to know that they can be in this shop or do the work for the HVAC trade.

### **2. Initial concerns, questions**

I don't know if the Solar Panels idea is too broad and don't know how to narrow the topic down. I can talk to my shop teachers about that, though.

### **3. Topic preferences, early product ideas**

For the panel topic, I could make a model house with panels and somehow wire them so that they can absorb heat from a lamp and then maybe use the energy to run a fan or small motor (or another smaller light??) I have a few ideas about the other topic--Women in HVAC. For example, I could find women who are practicing members of the trade and conduct some interviews with them, maybe even make a documentary with video of them working, talking

about their experiences, etc. I know that a female student from the shop who graduated when I was a freshman is still in the trade (she came in to visit recently). Maybe I could reach out to her?

#### **4. Goal Setting: What's next? What's your plan?**

Well, the first thing I have to do is pick a topic. I'll talk to my shop teachers and see which one they think is best. I know it is really up to me though and I would like to do something different that no one else has thought of. Being the only girl in the shop does make that topic seem like a good one but I'm not sure if there's going to be enough research on it (or that maybe it is too obvious of a choice?) I do think that if there are articles about women working in HVAC that I can use, I have many options for a unique project but it would have to be one where I don't actually BUILD something.

## **Sample: Notetaking Journal**

Student Name

English and Shop Instructors

English class and Shop

Date

Notetaking Journal Entry: A

Word Count (notes and commentary only): 300

### **1. Title and Author from Source One:**

Kerber, Kevin A., and Robert W. Baloh. "The Evaluation of a Patient with Dizziness."

*Neurology. Clinical Practice* 1.1 (2011): 24–33. *PMC*. Web. 2 June 2018.

<<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3613190/>>.

### **2. Notes from Source One**

~ "The physical examination is performed by observing the patient at rest and following simple movements or bedside tests" (Kerber).

~ No tools needed

~ could be related to serious neurological problems

~ Exam focuses on cardiovascular system

~ Balance

~ Positional Testing (NEED MORE INFO ON THIS)

~ difficult to tell what's happening from the patient's point of view/experience

~ many symptoms (some might not be vertigo)



~ many people who say they have it really do not

~ psychological testing different from the physical tests

~ health care professional has to move the patient/patient's head to determine whether he or she has "true" vertigo

**\*\*\* continue with notes until word count met**

### **3. Commentary and Questions about the Source**

The two tables seem REALLY important, but are also very confusing. But it also seems like doctors find diagnosing vertigo too so... Sometimes people THINK they have vertigo but are just dizzy (or THINK they are) for some other reason. HOW DO THEY KNOW FOR SURE??

### **4. Goal Setting: What's next? What's your plan?**

I need to ask my shop teacher for help reading Tables 1 and 2. I also think I could save them for the presentation--is this ok??? I had a GREAT IDEA: I could do a demonstration of some of these tests for vertigo during my presentation! Maybe make a video or do a demonstration during the presentation?

## **Sample: Topic Proposal**

Student Name

English and Shop Instructors

English class and Shop

Date

Topic Proposal: Problems with Well Water

Word Count (not including headings):300

### **What would you like to learn more about? What problem would you like to solve?**

I would like to learn more about wells and the use of well water in the 21st century. It seems like wells would be outdated at this point, but I know that many homes still use them. If they are being phased-out like certain kinds of wiring and if people are expected to get them replaced. I would like to find out how many wells are in use in the United States both commercially and residentially.

### **Why does this topic/issue/process interest YOU?**

At my old house, my family had well water and we hated it. The shower never had good pressure and our water was always rusty. We could not drink out of the faucet and brushing your teeth was disgusting. I want to know what people can do (who can't just move like we did) to solve some of these problems. Also, I would like to know if there are laws about using well water and what homeowners have to do about them when they sell their homes.

### **What kind of project(s) can you imagine at this early stage?**

I don't know exactly what I would make, but I think I would use before/after water showing how gross and rusty well water can get. Maybe I could make some kinds of guide to dealing with some of the problems we had at my house--different kinds of filters used. I could make a model of a well but I don't

want it to be too basic. I need to do more research about solving the problem so maybe that will give me some ideas about what I can make.

**What would you like to do better, in shop, English class or both? How can this project help?**

I tend to be pretty disorganized in most of my classes. I hope that Senior Project will force me to get organized. I also don't know how to use Google Drive that well but know I need to learn, so there's that too.

**How does your topic explore something that is above and beyond what you learn and do in shop?**

We do not work much with wells in shop so this goes above and beyond.

**Sample: Works Cited Page**

Student Name

English and Shop Instructors

English class and Shop

Date

Total Sources: 5/Database Source(s): Bluemel; Gowdy; Shulte

Works Cited

Bluemel, Erik B. "Unraveling the global warming regime complex: competitive entrophy in the regulation of the global public good." *University of Pennsylvania Law Review*, June 2007, p. 1981+. *Business Collection*, [http://link.galegroup.com/apps/doc/A167585594/GPS?u=m\\_lin\\_m\\_trvths&sid=GPS&xid=f7c127c6](http://link.galegroup.com/apps/doc/A167585594/GPS?u=m_lin_m_trvths&sid=GPS&xid=f7c127c6). Accessed 2 June 2018.

Ebert, Roger. Review of *An Inconvenient Truth*, directed by Davis Guggenheim. *rogerebert.com*, 1 June 2006, [www.rogerebert.com/reviews/an-inconvenient-truth-2006](http://www.rogerebert.com/reviews/an-inconvenient-truth-2006). Accessed 15 June 2016.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology*, vol. 14, no. 1, 2007, pp. 27-36.

*An Inconvenient Truth*. Directed by Davis Guggenheim, performances by Al Gore and Billy West, Paramount, 2006.

Shulte, Bret. "Putting a Price on Pollution." *US News & World Report*, vol. 142, no. 17, 14 May 2007, p. 37. *Ebsco*, Access no: 24984616.

**Sample: Annotated Bibliography** (Note: the sample features ONE source; THREE are required. Also, the annotations here are simply suggested sentence-starters and do NOT represent complete commentary).

Student Name

English and Shop Instructors

English class and Shop

Date

Annotated Bibliography: Graphic Design, "The Challenges of Interior Design"

Word Count (not including headings): 300

Drueding, Meghan. "Inner visions: architecture and interior design, living together in harmony."

*Residential Architect*, Apr. 2003, p. 78+. *Home Improvement Collection*,

[http://link.galegroup.com/apps/doc/A106914062/PPHI?u=mlin\\_m\\_trvths&sid=PPHI&xi](http://link.galegroup.com/apps/doc/A106914062/PPHI?u=mlin_m_trvths&sid=PPHI&xid=1425fb0e)

d=1425fb0e. Accessed 2 June 2018.

**Source Summary:**

This article discusses... It begins with the author describing... At one point the author states...

To conclude, the author points out...

**Assessment: Strengths and Weaknesses**

One of the articles main strengths is the fact that it... Additionally, the author provides... On the other hand...

**Reflection: How will I use the information in this source?**

The pictures in the article have given me many ideas about how I can set up my product. I planned on creating a model house to design, but....





Tri-County Regional Vocational Technical High School  
**Senior Project: VOCATIONAL PRODUCT RUBRIC**

POINTS	20-18	17-15	14-12	11 - Under	Vocational Teacher's Points
	<b>Exceptional</b>	<b>Proficient</b>	<b>Acceptable</b>	<b>Unsatisfactory</b>	
<b>Application to Field</b>	Product application to vocational field is explicit	Product application to vocational field is apparent	Product has implied application to vocational field	Product has little or no application to vocational field	
<b>Relevance to Annotated Bibliography</b>	Product has explicit relevance to research paper topic	Product has apparent relevance to research paper topic	Product has implied relevance to research paper topic	Product has little or no relevance to research paper topic	
<b>Craftsmanship</b>	Product demonstrates explicit attention to detail. Surpasses expectations	Product demonstrates attention to detail. Meets expectations	Product demonstrates limited attention to detail. Meets minimal expectations	Product demonstrates little attention to detail. Does not meet minimal expectations	
<b>Effort</b>	Product is reflective of 40 or more hours	Product is reflective of 30 to 20 hours	Product is reflective of 20 to 10 hours	Product is reflective of less than 10 hours	
<b>Use of Technology and Vocational Field Resources</b>	Student gathered information from a <u>variety of quality electronic, print and industry resources</u> . Sources are relevant, balanced and include critical readings relating to the thesis or problem	Student gathered information from a variety of relevant sources--print and electronic, little or no industry resources are evident	Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student gathered information that lacked relevance, quality, depth and balance	

**For use by Vocational Teachers Only**

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

**Product:** \_\_\_\_\_

**Senior Product Graded Scale Range**

Exceptional – 100 – 90

Acceptable – 79 – 65

Proficient – 89 – 80

Unsatisfactory – 64 - 0

Early Submission: YES \_\_\_\_\_ NO \_\_\_\_\_

Vocational Teacher's Signature: \_\_\_\_\_



Tri-County Regional Vocational Technical High School  
**Senior Project: PANEL PRODUCT EVALUATION RUBRIC**

POINTS	20 - 18	17-15	14-12	11 - Under	Judge's Points
<b>Relevance to Topic (see Annotated Bibliography)</b>	Product and presentation are informed by research and explained	Product has apparent relevance to research topic	Product has implied relevance to research topic	Product has little or no relevance to research topic	
<b>Product Incorporation into Presentation</b>	Product is integrated effectively throughout the presentation.	Product is integrated adequately in the presentation	Product is integrated minimally, at some point in the presentation	No integration of product is evident in the presentation	
<b>Craftsmanship and Effort</b>	Product demonstrates explicit attention to detail. Surpasses expectations	Product demonstrates attention to detail. Meets expectations	Product demonstrates limited attention to detail. Meets minimal expectations	Product demonstrates little attention to detail. Does not meet minimal expectations	
<b>Product Incorporation into Slideshow</b>	Photos of Product and student both appear in ALL stages of development	Photos of Product and student appear in multiple stages of development	Photos of Product and student appear in at least 2 stages of development	Limited visual evidence of product and student appear in slideshow	
<b>Product Application in Trade/Field</b>	Product has explicit relevance to trade and has a recognizable use in the field	Product has apparent relevance to trade and may be used in the field	Product has implied relevance to trade with questionable use in the field	Product has little or no relevance to trade and is of little or no use in the field	
<b>Senior Product Final Grade Scale</b> Exceptional – 100 – 90                      Passing – 69 – 65 Proficient – 89 – 80                        Failing – 64 – 0 Satisfactory – 79 - 70					<b>Total Points:</b>
<p><i>Products scored failing are remanded to remediation and will be represented in order to achieve a passing grade of 65.</i></p>					

**For use by PRESENTATION PANEL JUDGES**

Name: \_\_\_\_\_ Vocational Area: \_\_\_\_\_

Topic: \_\_\_\_\_

Tri-County Regional Vocational Technical High School  
 Senior Project: Presentation Evaluation Rubric  
**To be used by PRESENTATION PANEL JUDGES**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Date: \_\_\_\_\_

Vocational Area: \_\_\_\_\_ Topic: \_\_\_\_\_

POINTS	20 - 18	17 - 16	15 - 13	12 – Under	Judges' Points
<b>Required Elements</b>	Exhibits exceptional formatting of project presentation, product application to vocational field is explained	Content clear and organized. Information included supports project, product application to vocational field is apparent	Content information included supports project, product has implied application to vocational field	Content not clear; some information included does not support project in any way, product has little or no application to vocational field	
<b>Presentation Demonstration Skills</b>	Topic is clearly stated and developed; presentation is done professionally and exemplary; no reading from text; effective conclusion	Most information presented in logical sequence; generally very well organized; good transition from idea to idea and medium to medium; minimal reading from text; adequate conclusion	Concept and ideas are loosely connected but acceptable; transition is ample; flow and organization choppy; substantial reading from text; conclusion is unclear and choppy	Presentation is choppy and disjointed; does not flow; development of topic is vague; no apparent logical order of presentation; presentation is read; No obvious conclusion	
<b>Media &amp; Visual Technology Power Point</b>	Technology/media material properly used to develop topic with varied & appropriate use, few to no errors, visually pleasing	Use of technology-media not as varied, but well connected to topic, minimal errors, still visually pleasing with good use of space	Choppy use of tech/media; lacks smooth transition from one medium to another; still suitable connected to topic, errors evident	Little or no tech/media used, or use is ineffective; imbalanced use of material, visually difficult, numerous errors	
<b>Speaking Skills</b>	Clear articulation; steady rate; poised; good posture / eye contact; excellent enthusiasm and confidence	Clear articulation but not polished; good posture and control	Little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested	
<b>POINTS</b>	<b>10-8</b>	<b>7-5</b>	<b>4-2</b>	<b>1 - 0</b>	
<b>Length of Presentation 10 – 20 min before questions</b>	Within allotted time of 10 to 20 minutes	Within 2 minutes of allotted time	Within 4 minutes of allotted time	Too long or too short; 6 minutes over/under allotted time	
<b>POINTS</b>	<b>10-8</b>	<b>7-5</b>	<b>4-2</b>	<b>1-0</b>	
<b>Appearance</b>	*Business Attire	Suitable for presentation	Appearance too casual for presentation	Not suitable for presentation	
<b>Presentation Grade Scale Range</b>					
<b>Exceptional: 100 - 90    Passing: 69 - 65</b> <b>Proficient: 89 – 80    Failing: 64 - 0</b> <b>Satisfactory: 79 – 70</b> <i>Presentation scored failing will be remanded to remediation and will be represented in order to achieve a passing grade of 65</i>					<b>TOTAL POINTS:</b>

\*Shirt, tie, trousers, dress or blouse & skirt / trousers, dress shoes. *Clothing must be clean and pressed, no logo wear, sneakers, work boots or flip-flops, micro-minis or rompers.*

## **Senior Project Presentation Scoring Sheet**

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

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

*Project:* \_\_\_\_\_

### **Product Scores**

Panel Judge (1)      \_\_\_\_\_%      Add panel scores, divide by 3      \_\_\_\_\_%

Panel Judge (2)      \_\_\_\_\_%

Panel Judge (3)      \_\_\_\_\_%

### **Presentation Scores**

Panel Judge (1)      \_\_\_\_\_%      Add scores, divide by 3      \_\_\_\_\_%(c)

Panel Judge (2)      \_\_\_\_\_%

Panel Judge (3)      \_\_\_\_\_%

## Senior Project Scoring Master

Date: \_\_\_\_\_

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

Project: \_\_\_\_\_

### Annotated Bibliography

English teacher \_\_\_\_\_%                      Add scores, divide by 2                      \_\_\_\_\_% (a)

Vocational teacher \_\_\_\_\_%

### Product Score

Final Panel \_\_\_\_\_%

Vocational teacher \_\_\_\_\_%                      Add Final Panel score and Vocational score, Divide by 2

Product Score \_\_\_\_\_%

+ 5/early submission \_\_\_\_\_

Final Product Score

*Note: If no early submission applies,  
carry down "Product Score"*

\_\_\_\_\_ % (b)

*NOTE: Senior Project Fair tie breaker will be determined by vocational teacher's Product score*

Presentation Score \_\_\_\_\_ % (c)

### Senior Project Final Grade

Add the following sections (a) + (b) + (c), and then divide by 3                      \_\_\_\_\_%