

# SENIOR SEMINAR HANDBOOK



## CEDARCREST HIGH SCHOOL

All information in this handbook can also be found on the school website homepage.

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# Senior Project Timeline

September 1 <sup>st</sup>	<b>Senior Seminar Syllabus, Parent Info Letter, Senior Seminar Handbook &amp; Letter of Intent Workshop</b> (Conducted by Classroom Teacher)
September 4 <sup>th</sup>	<b>Parent Signature of Verification (50 pts. Daily Work)</b>  - Verifies parent/guardian has read handbook & received copy of timeline
September 18 <sup>th</sup>	<b>Letter of Intent Due (20 pts, Daily Work)</b>
October 2 <sup>nd</sup>	<b>Volunteering Options Worksheet Due</b>  <b>(50 pts. Daily Work)</b>
October 16 <sup>th</sup>	<b>Parent Consent Form Due (50 pts. Daily Work)</b>
October 16 <sup>th</sup>	<b>Volunteer Information Sheet Due (50 pts. Daily Work)</b>
December 18 <sup>th</sup>	<b>10 Volunteer Hours Check (100 pts. Daily Work)</b>
January 8 <sup>th</sup>	<b>Portfolio Due (100 pts.)</b>
January 22 <sup>nd</sup>	<b>Presentations (136 pts)</b>

## ELEMENTS OF SENIOR SEMINAR

**HANDBOOK** - - holds all of the sign off sheets, instruction sheets and calendar.

**PRODUCT/VOLUNTEER EXPERIENCE** - - Volunteer experience that has a minimum of 20 hours of work documented by the product mentor. If the student wishes to receive an A for their product grade they will need to have or exceed 26 hours of documented work. Students will volunteer their time to work in the service of the community. Related to the civics component of the class, students are to identify ways in which they can volunteer their time for the benefit of the community at large.

**PORTFOLIO** - - is a compilation of all Senior Seminar assignments from the beginning of the process to the end. The portfolio will include a title page, Senior Seminar overview, volunteer options worksheet, product time journal, product assessment, and product materials (photos, papers, pamphlets, receipts etc.). The portfolio acts as a scrapbook in which the students record their volunteering experience. The portfolio will be evaluated by the senior seminar teacher, viewed by the panel members before the presentation, and be on display as part of the achievement showcase.

**PRESENTATION** - - an eight to twelve minute presentation to be completed for and evaluated by a panel of teachers, staff and community members. This is an organized presentation about the product and what was learned during the volunteer experience

### **VOLUNTEERING OPPORTUNITY SELECTION & GUIDELINES**

All volunteering must be teacher approved

1. To help find volunteering opportunities, go to: <http://chsvolunteeroptions.googlepages.com>. This site was created specifically to help students explore & find volunteering opportunities.
2. Students can also volunteer with other organizations not found on the Sr. Seminar volunteer page if the proposed volunteering project is through an organization (which provides a dedicated volunteer opportunity) AND the requirements meet all standards set forth by the Sr. Seminar class. Volunteering must occur in the community at large and happen in the prescribed timeframe (note: early starts must be approved by the Social Studies department.) Examples: volunteering in the community through an organization such as the Eagle Scouts, volunteering at a hospital, or helping build home/teaching in a foreign country, etc. **PLEASE NOTE: THE TEACHER ALWAYS RETAINS THE RIGHT OF FINAL APPROVAL.**
3. All volunteering must be done through a dedicated volunteer organization and cannot be something student created and managed (Example: Helping to build a house with Habitat for Humanity is acceptable while mowing a neighbor's grass is not).
4. Supervisors from the volunteering organization must sign off at each volunteering "event". Supervisors' signatures on all forms must be original signatures of the person who is responsible for the assignment **no other person may sign for someone else.**
5. Students must focus on a "theme" and all work will relate to that theme. For example, one could have a theme of "Environment" and search out opportunities to volunteer their time working at various environment related activities. Students may not randomly volunteer for various themes (i.e. a few hours at a soup kitchen, a few on trail restoration, and a few at a senior center.)
6. All student generated work must be typed.
7. The total time requirement for Senior Seminar **product** is a minimum of 20 hours, or a minimum of 26 or more to be considered for an A.
8. Students can log no more than 2 hours of work on their Senior Seminar portfolio.
9. If a student is having difficulty completing their product, it is the students' responsibility to talk with their Senior Seminar teacher.
10. Product Journal- the last entry must have the total time working on the product.
11. Students must document each event (journal & pictures). Photos must be included to document your entire volunteering experience. The photos should illustrate you volunteering/working multiple times.

## **SENIOR SEMINAR LETTER OF INTENT**

- Paragraph 1: Describe the general area of interest (i.e. poverty, environment, housing, etc.) and why you chose this area.
- Paragraph 2: Include general information your research will focus on, some of the ideas you hope to include and what will be possible resources.
- Paragraph 3: Begin with a transitional sentence showing the relationship between your research and your volunteering experience. Then describe your overall volunteer experience, what it will be, who is involved, potential cost, potential time spent, and possible resources.
- Paragraph 4: Explain your understanding of plagiarism and the repercussions of such an act.
- Paragraph 5: Explain your understanding of the importance of meeting due dates, and the consequences of turning in late work.

**\*Sign your name and obtain your parent or guardian's signature indicating consent.  
The Letter of Intent must be in Modified Block Business Style and single spaced.**

**There is a sample of a Letter of Intent on the following page. This letter is provided as a sample only and should not be copied or plagiarized in any way. You should follow the guidelines above and write a letter that is authentically and uniquely your own, and in doing so it should turn out looking like the sample of the following page.**

*1 inch margins*

Student Name  
Student Address  
Town, WA Zip Code  
(425) Phone Number

*(3 blank spaces)*

Your Instructor  
29000 NE 150th Street  
Duvall, WA 98019

**SAMPLE ONLY**

Due Date

*(1 blank spaces)*

Dear (Instructor):

*(1 blank spaces)*

I chose the area of poverty to research. Poverty is a problem that every society has to deal with. As the globalization of the economies of the world continues to increase, it is imperative that every government find ways to confront poverty. It is an issue that is dealt with from government leaders to local communities, and there are various approaches to combating poverty.

*(1 blank space)*

In my research and presentation, I ask what are we doing to eliminate poverty. With this, I will research the background of global poverty, what other countries are doing to confront poverty, what America is doing to confront it, and what Washington State is doing to confront it. My resources will most likely come by the internet and from public libraries.

*(1 blank space)*

*1 inch margins*

I plan on volunteering my time with the Seattle branch of the volunteer organization Hopelink. The mission of Hopelink is help homeless and low income families become self-sufficient. I plan on working as a General Food Bank Volunteer. Since the focus of Hopelink is on helping the homeless and low income families, my volunteer experience relates strongly to my research on poverty. I am aware of the number of hours available for me to work with the organization and of the other requirements have made the necessary arrangements.

*(1 blank space)*

I completely understand the consequences of plagiarism, what it is, and know for a fact that I will not experience them. My product and research paper are unique in themselves and only someone interested in magic could obtain the resources that I will need to complete my senior project; therefore, it would be quite impossible to plagiarize such a topic.

*(1 blank space)*

My assignments will be completed on time. I know this project is required for graduation from Cedarcrest. I will complete work on time and to the best of my ability so that I do not have to wait until the next offering of senior project to be eligible for graduation.

*(1 blank space)*

Sincerely,

\_\_\_\_\_  
Your Signature  
Your Name Typed

\_\_\_\_\_  
Parent Signature  
Parent Name Typed

*1 inch margins*

## PRODUCT JOURNAL

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

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

A minimum of 20 hours must be documented, or 26 hours to be eligible for an A. This must be typed.

Date & Activity	Time spent on activity	Narrative description of activity (it must be detailed enough so that your work could be duplicated using just the time log)	Reflections on process and product (include personal feedback on the experience, feedback from your mentor, peers, parents and others)
	<p>Date:</p> <p>_____</p>	<p>Total Time = must equal 20 hours or more:</p> <p>_____ hours      _____ minutes</p>	

## SENIOR SEMINAR PORTFOLIO

The Portfolio reflects all the work done on the Senior Seminar Product as well as the process of the Senior Seminar. **All components must be present and complete to be accepted.** Make a portfolio to be proud of, as evaluated by your teacher, viewed by the panel on presentation day and will also be on display with your product at the Achievement Showcase.

Portfolio Requirements: *All pages typed and in this order.*

1. Title Page (inside portfolio, not on the outside front)
2. Letter of Intent
3. Senior Seminar Overview
4. Volunteering Options Worksheet
5. Volunteer Timesheet
6. Product Journal Pages
7. Product Documentation Materials (photos, papers, pamphlets, information, “receipts”, etc.) All photos must be labeled with captions, photos must be clear, and receipts must be labeled as well.

**Photos must document all steps of the Senior Seminar process. These photos must include you working on your product.**

Topic Title

Student Name  
Cedarcrest High School

Date of Final Presentation

***This is a sample of the Portfolio Title Page***

# SENIOR SEMINAR OVERVIEW

**This page must be typed, single-spaced, headings included, bolded and in paragraph format.** The Product Assessment is an opportunity for you to reflect on the learning and creation of your product. Answer the following questions in paragraph form. The final answers must be typed, single-spaced and will be turned in with your product and rubric.

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

## **Volunteer Experience Description:**

\_\_\_\_\_

\_\_\_\_\_

Write a one paragraph response for each of the following questions and/or statements. The lines should not be present on the final copy.
--

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **What I learned from this experience and special thing or things, I would like the panel to consider and look for during my presentation:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **What was the main challenge encountered while working on the product?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

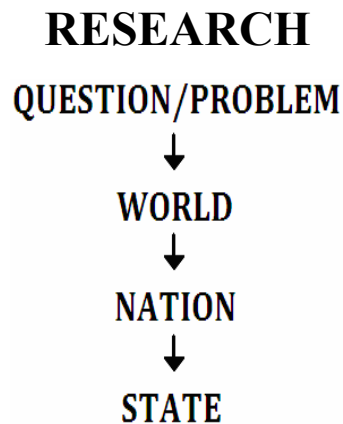
# SENIOR PROJECT PRESENTATION

This is an opportunity to share your senior project experience with an interested group. This is not a "performance" of how you made your product. This is an organized presentation about the topic (research), volunteer experience and what you learned while doing your Senior Project. The presentation is evaluated by a panel that may consist of community members as well as staff from Cedarcrest High School. There may be other students in the room while you are presenting, but they do not evaluate you. It is important that you make the most of your practice presentations.

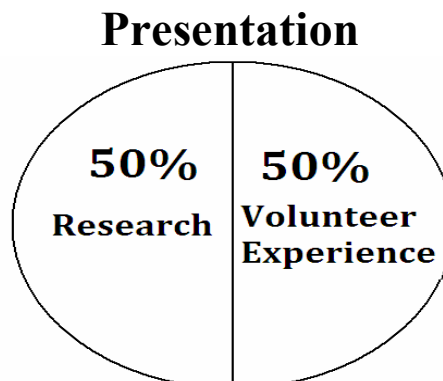
## The focus of your research:

The focus of your research is to answer a question, give the background of problem/world situation. To start, look at the themes found on the Volunteering Options worksheet, these can provide general ideas/problems to consider. What is a related problem we face today? What is being done about it?

While you will be using the same research and documentation methods students use in writing a research paper, you will not actually write a paper. Instead you will present your findings in a PowerPoint presentation. This presentation will be graded on both content and style. Understand: half of your presentation will be about your findings made through your research, so **you must be as thorough** as you would be when writing a research paper



For the first half of the presentation, you will start by describing background of the problem your question focuses on and flow to explaining what other countries do try to answer the question, what America does to answer it, and what Washington State does to answer it. For the second half of the presentation, you will describe your volunteer experience and explain how your volunteer experience relates to the question... your volunteer experience is what you did as an individual to answer the question.



**Break Down of Presentation**

### **INTRODUCTION (Approximate Time: 1:00)**

- A. Attention Grabber
- B. Describe/explain what your question is
- C. An overview of your presentation
- D. Background about the problem

### **WHAT IS BEING DONE AROUND THE WORLD (Approximate Time: 1:00)**

- A. Avoid simply giving a list of facts, add your own commentary, explain things! What are programs/things foreign countries do to address the problem? How do they view the problem, its causes, its results?
- B. Your final statement(s) here should provide a lead into your explanation of what the U.S. does.

### **WHAT IS BEING DONE AROUND THE U.S. (Approximate Time: 1:00)**

- A. Avoid simply giving a list of facts, add your own commentary, explain things! How does America view the problem overall? What is the federal government doing about the problem? What is being done in others states around America?
- B. Your final statement(s) here should provide a lead into your explanation of what the Washington State does.

### **WHAT IS BEING DONE AROUND WASHINGTON (Approximate Time: 1:00)**

- A. Avoid simply giving a list of facts, add your own commentary, explain things! What is being done by the state government? What is being done in the communities?
- B. Your final statement(s) here should provide a lead into you describing your job shadow experience.  
**Be clear about the relationship between your research and volunteering experience.**

### **YOUR VOLUNTEERING EXPERIENCE (Approximate Time: 5:00)**

- A. What do you want the audience to know about your experience?
- B. What are the highlights of your experience?
- C. What did you learn? This will lead into your conclusion.

### **CONCLUSION (Approximate Time: 1:00)**

- A. This should be similar in feel to your intro and let the audience know your presentation is coming to and end, no new info should be in the conclusion.

### **TOTAL TIME: 10 MINUTES\***

**\*It is better to develop a presentation that aims for a time of 10 minutes because this gives the presenter leeway if things progress faster or slower than planned. Sometimes presenters become nervous and/or forget to say something during the presentation, which often leads shortened presentations. By planning beyond an 8 minute (minimum time required) speech, a presenter has more cushion, and is therefore less likely to fail due to time restrictions.**

## PRESENTATION DRESS & STYLE GUIDELINES

**Objective** - Dress standard is to project a sharp, professional image to business, industry, the general public, and your target audience.

**General Guidelines** - Dress conservatively, this is your only chance to make a good first impression. Dress to suit the occasion. Denim jeans, cut-offs, jammers, tube skirts or tops, tank tops, tennis shoes, t-shirts or flip-flops, should **not** be worn. Be conservative: this is not a good time to be trendy.

**Women** - Shall wear a dress, skirt and blouse or sweater, or dress slacks and blouse or sweater, dress shoes or heels. Solid colors or conservative prints in dark or pastel shades. Avoid bold prints and loud colors. Avoid short skirts and bare midriffs. Plain hosiery. Mid-heel pumps or flat shoes. Moderate use of small, simple jewelry and subdued accents like a scarf. Natural looking make-up is advisable. No undergarments showing.

**Men** - Shall wear solid color dress slacks and shirt with full button front. Solid or striped shirt is preferable. Colors and patterns should be subdued. A tie is always a good idea, but not required. Dress shoes with dark socks...not sneakers. No undergarments showing.

### Checklist - Grooming -

- Clothes clean and ironed, in good repair.
- Clothes must fit properly. Not baggy or too short, too tight, or too long.
- Women's hair should be away from the face so as not to distract.
- Men's hair should be neat and give the appearance of being combed.
- Carefully groomed hands and clean nails.
- Men shaved, or well groomed beard/moustache.
- No strong cologne, aftershave, perfume or heavy make-up.

### Checklist - Accessories -

- Women's plain hosiery, flesh-colored or off-black.
- Men's socks that match their slacks or shoes.
- Both-limit jewelry to simple, small items

### As you deliver your presentation:

- Use effective eye-contact
- Present yourself confidently and speak with clear enunciation
- Make the PowerPoint complement and support the presentation
- Do not fill pauses with "um's" and "ah's"
- Do not use slang

### Other Information:

1. You have eight to twelve minutes for your presentation. If it is less than eight minutes or more than twelve minutes, it is an automatic failure. There will be another opportunity to present again within one week.
2. The panel has an additional five minutes to ask questions related to your senior project experience (this could include question from your portfolio or your presentation).
3. You will receive written evaluations from each panel member on the next school day following presentations.

## PRESENTATION WORKSHOP TIPS

The Presentation is your chance to show the panel members what you have learned in the process of your Senior Project. This **Presentation Workshop** is a valuable tool to help you prepare for a great presentation. **Listen and take notes!**

**First Impressions** are a very real thing. Make a good first impression. What will I wear to appear before the panel?

What visual aids will I use? What equipment do I need? Have I tested the equipment and know how to use it effectively?

What will I use for an attention grabber? What can I do for a catchy conclusion?

# PRODUCT PORTFOLIO RUBRIC

TOTAL PRODUCT PORTFOLIO SCORE \_\_\_\_\_ (OUT OF 100 POINTS)

Evaluator: \_\_\_\_\_

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

## PORTFOLIO RUBRIC

### Portfolio Completion: 10 Points

Award 10 points if all the required components are present. If any components are missing or incomplete, assign a score of 0.

\_\_\_ Title Page (Inside Portfolio, 1<sup>st</sup> page)

\_\_\_ Product Materials: photos w/captions  
(includes photos with student working)

\_\_\_ Senior Seminar Overview

papers, receipts, pamphlets, information, etc

\_\_\_ Volunteering Options Worksheet

\_\_\_ Volunteer Timesheet

(All supervisor signatures must be present)

\_\_\_ Product Journal

Completion Grade: \_\_\_/10

### Portfolio Assessment: 40 Points

#### • Portfolio is neat, appealing and/or creative: 20 Points

\_\_\_/16-20: Portfolio is informative, well organized, very neat and creative.

\_\_\_/10-15: Portfolio is somewhat informative, organized, neat and/or creative.

\_\_\_/0-9: Portfolio is marginally informative, thrown together and sloppy.

#### • Portfolio is free of spelling errors, grammatical errors or typos: 20 Points

\_\_\_/16-20: 0-5 punctuation, spelling and capitalization errors.

\_\_\_/10-15: 6-11 punctuation, spelling and capitalization errors.

\_\_\_/0-9: 12 or more punctuation, spelling and capitalization errors.

Portfolio Assessment Score: \_\_\_/40

OVERALL PORTFOLIO SCORE: \_\_\_/50

## PRODUCT RUBRIC

### **Documentation of Product: 10 points**

\_\_\_/8-10: Photos, documents and receipts of product completed or in a well-developed stage demonstrating the Senior Seminar Product from beginning to end. (Includes photos of student and mentor together working on Product.)

\_\_\_/5-7: Photos, documents and receipts of product as a work in progress demonstrating the Senior Seminar Product from beginning to end. (Includes photos of student and mentor together working on Product.)

\_\_\_/0-4: Student is missing photos, documents and or receipts and fails to document Senior Seminar Product.

### **Product Journal: 15 points**

\_\_\_/12-15: Student clearly exceeds a minimum of 20 hours (26 or more). Documented time is clearly related to product development. Minimum of 18 hours on a job shadow with mentor.

\_\_\_/8-11: Student reaches, or barely exceeds a minimum of 20 hours. Majority of time is clearly related to product development. Minimum of 18 hours on a job shadow with mentor.

\_\_\_/0-7: Student fails to document 20 total hours or 18 hours on a job shadow with mentor.

### **Product Rubric: 10 points**

\_\_\_/8-10: Rubric features a minimum of three clearly developed criteria with clarifying sub-categories.

\_\_\_/5-7: Rubric features a minimum of three appropriate criteria, but lacks clarifying sub-categories.

\_\_\_/0-4: Rubric does not contain three assessment criteria.

### **Evaluation of Product: 15 points**

\_\_\_/ 12-15: Product demonstrates authentic learning, close attention to detail, originality and creativity: concrete products are aesthetically pleasing and show attention to detail.

\_\_\_/8-11: Product demonstrates learning, attention to detail is present, originality and creativity are minimal; concrete products appear acceptable, but are lacking an apparent attention to detail.

\_\_\_/0-7: Product is vaguely defined, level of learning is questionable, attention to overall detail is shoddy.

**OVERALL PRODUCT SCORE: \_\_\_/50**

# **Senior Seminar**

## **Forms**

**RESEARCH QUESTION & RESEARCH FACTS**

Problem::

Background/History of Problem

Research Fact 1:

Research Fact 2:

Research Fact 3:

1. What is being done around the world.

Research Fact 1:

Research Fact 2:

Research Fact 3:

Research Fact 4:

Research Fact 5:

2. What is being done around the U.S.

Research Fact 1:

Research Fact 2:

Research Fact 3:

Research Fact 4:

Research Fact 5:

3. What is being done around Washington State.

Research Fact 1:

Research Fact 2:

Research Fact 3:

Research Fact 4:

Research Fact 5:

## VOLUNTEERING OPTIONS

Select three different themes and research the volunteering opportunities available.

THEMES			
<ul style="list-style-type: none"> <li>▶ Advocacy &amp; Human Rights</li> <li>▶ Education &amp; Literacy</li> <li>▶ Justice &amp; Legal</li> <li>▶ Animals</li> <li>▶ Emergency &amp; Safety</li> </ul>	<ul style="list-style-type: none"> <li>▶ Environment</li> <li>▶ Race &amp; Ethnicity</li> <li>▶ Children &amp; Youth</li> <li>▶ Community</li> <li>▶ Health &amp; Medicine</li> <li>▶ Seniors</li> <li>▶ Media &amp; Broadcasting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Computers &amp; Technology</li> <li>▶ Homeless &amp; Hunger</li> <li>▶ Poverty</li> <li>▶ Crisis Support</li> <li>▶ Housing</li> <li>▶ Arts &amp; Culture</li> </ul>	<ul style="list-style-type: none"> <li>▶ Disabled</li> <li>▶ Immigrants &amp; Refugees</li> <li>▶ Disaster Relief</li> <li>▶ Drug &amp; Alcohol Abuse</li> <li>▶ International</li> </ul>

OPTION #1	
<b>Theme:</b>	
<b>List all organizations which have volunteering opportunities and the estimated number of hours available from each.</b>	
<b>Organization</b>	<b>Hours</b>
<b>Total Hours</b>	

OPTION #2	
<b>Theme:</b>	
<b>List all organizations which have volunteering opportunities and the estimated number of hours available from each.</b>	
<b>Organization</b>	<b>Hours</b>
<b>Total Hours</b>	

OPTION #3	
<b>Theme:</b>	
<b>List all organizations which have volunteering opportunities and the estimated number of hours available from each.</b>	
<b>Organization</b>	<b>Hours</b>
<b>Total Hours</b>	

**VOLUNTEER INFORMATION SHEET**

**Fill this out and turn it in to your teacher. By now, the student should have decided on a volunteer opportunity to pursue and have coordinated with the volunteer organization.**

**HAS CONTACT WITH ORGANIZATION BEEN MADE?**

**HAVE VOLUNTEER TIMES BEEN COORDINATED?**

**ORGANIZATION INFORMATION**

**Organization Name:** \_\_\_\_\_

**Address :** \_\_\_\_\_

**Phone #:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**DESCRIPTION OF PROPOSED VOLUNTEER EXPERIENCE:**

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## Parent/Guardian Consent Form

### The Project

As the parent/guardian of \_\_\_\_\_, I am aware that my student must complete and pass the Senior Seminar in order to graduate. I am aware of the proposed budget and time requirements of my student's proposal. My student has chosen to study

\_\_\_\_\_  
Although my student will receive progress reports from his/her teacher on the project, my student understands that the responsibility for progress on, and completion of the Senior Project (its paper, presentation, and volunteering & portfolio) lies solely with my student.

### Volunteering

I understand that my son/daughter will volunteer with \_\_\_\_\_.

I understand it is our duty as parents/guardians to ensure/verify that the volunteer opportunities and organizations chosen have the necessary licensing/training/expertise for the activity.

I understand that the district is not providing any off-campus supervision of our son or daughter and we assume full responsibility for the supervision of our student in extra-curricular activities, off campus, or outside of school hour's programs.

I understand that while CHS will periodically check with student learning logs to ensure the student is completing the project in a timely fashion, it is the responsibility of the parent(s) or guardian(s) to ensure that the volunteer organization is providing the student with a safe environment and following all necessary safety procedures.

### Safety

I understand that, **to the extent that the District has been properly informed**, the District prohibits a student from undertaking any activity that may place the student at any undue risk of injury.

I understand that the District looks to parents/guardians to define when a project places a student at an undue risk of injury.

I understand that if we as parent(s) or guardian(s) conclude the project is too dangerous for our son/daughter, the District will not approve the activity as the student's Senior Project.

I agree, to the extent the law allows, to indemnify and hold the District, its agents, officers, and employees harmless from, and defend and indemnify the same against, all claims, losses, and damages from every cause, including but not limited to injury to person or property, and related costs and expenses, arising directly or indirectly out of any act, or omission to act, in the performance of the terms of this contract, except for the negligence of the district.

### Earning a Passing Grade

While my student may receive the advice and counsel of outside sources for the project, my student understands what may constitute plagiarism and accepts the obligations not to plagiarize. Failure to comply will result in failing the course and possible delay of graduation. I understand the District will grant credit to the student upon completion of the Senior Seminar following the grading rubrics and grading scale provided in the student handbook.

Parent/Guardian Signature & Date \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PARENT VERIFICATION FORM

Dear Parent/Guardian,

This verification form will verify that your student has shown you their personal Senior Seminar Handbook, and that you have received a copy of the Senior Seminar Timeline listing all significant due dates for the entire semester. Your student's Handbook should contain two copies of the Senior Seminar Timeline, one should remain in the handbook for your student to use throughout their successful completion of Senior Project, and the other is intended to be removed and utilized by you to follow the process your student will be completing.

It is also important to remember that you can view and download a copy of the Timeline, Handbook, Mentor forms, and Grading Rubrics by going to the Cedarcrest High School homepage (<http://www.chs.riverview.wednet.edu/>) and clicking on the Senior Seminar Home Page link. You will also find contact information for your students Senior Seminar teacher located on the Senior Seminar Home Page.

The Senior Seminar teaching staff and administrators would like to thank you in advance for your continued support as we all help your student complete a meaningful and successful Senior Project. If you have any further questions please feel free to contact your student's instructor.

Thank you,

Senior Seminar Instructors

Yes, my student has shown me a copy of the Senior Seminar Handbook; I have also received a copy of the Senior Seminar Timeline, and discussed the handbook with my student.

Parent Signature of Verification

X\_\_\_\_\_

Yes, I have shown my parent/guardian a copy of the Senior Seminar Handbook; I have also given them a copy of the Senior Seminar Timeline, and discussed the handbook with my parent/guardian.

Student Signature of Verification

X\_\_\_\_\_

**NAME:**

**TOPIC:**

**EVALUATOR:**

Category	Definitions	0	1	2	3	4	Category	Definitions	0	1	2	3	4		
<b>Dress</b>	Student should be professionally dressed, well groomed, and appear as though they were at a formal job interview	Not Present	Needs Work	Fair	Good	Excellent	<b>Attention Grabber</b>	This is the introductory "hook." It should create an emotional response and make the listener eager to hear the presentation.	Not Present	Needs Work	Fair	Good	Excellent		
Comment(s):															
<b>Eye Contact</b>	Student is expected to maintain eye contact with panel throughout presentation. Use of note cards is expected to be very minimal.	Not Present	Needs Work	Fair	Good	Excellent	<b>Overview of Content</b>	Following the attention grabber, students are expected to provide a preview of information to be covered. Should not be in a table of contents or "today I will tell you about." format.	Not Present	Needs Work	Fair	Good	Excellent		
Comment(s):															
<b>Volume and Voice</b>	Student should be clearly heard throughout presentation. Volume should be varied to add style. However, students should not be monotone; expression should be used to enhance content.	Not Present	Needs Work	Fair	Good	Excellent	<b>Organization &amp; Transitions</b>	The presentation is expected to follow an organized path laid out by the overview. As it does, the speaker should provide connections between points so that the listener does not have to guess as to the speaker's intent.	Not Present	Needs Work	Fair	Good	Excellent		
Comment(s):															
<b>Verbal Fluency</b>	Student should speak professionally and fluently; should not lose place, mis-speak, mispronounce words or stumble or use verbal filler such as "um" or "ah." Students should not use slang or speak as though they are presenting to their peers.	Not Present	Needs Work	Fair	Good	Excellent	<b>Detail</b>	The student provides accurate and appropriate details to support the presentation	Not Present	Needs Work	Fair	Good	Excellent		
Comment(s):															
<b>Body Language</b>	Expectation is to stand relatively still on a solid base or to move purposefully then reset on base. Fidgeting of any kind is discouraged. Student's demeanor should project confidence.	Not Present	Needs Work	Fair	Good	Excellent	<b>Summary of Learning</b>	Students are expected to demonstrate learning of value, learning that will have an effect on their future -- authentic learning.	Not Present	Needs Work	Fair	Good	Excellent		
Comment(s):															
<b>Audio Visual</b>	Quality use of visual aids is expected. Students should use one or more media type that adds to their message.	Not Present	Needs Work	Fair	Good	Excellent	<b>Conclusion</b>	The conclusion should be the other "book end" to the attention grabber. It should be similar in construct and give a clear sense of closure.	Not Present	Needs Work	Fair	Good	Excellent		
Comment(s):															
<b>Sources</b>	The evidence for the position includes: An evaluation of how well <b>four or more</b> sources support the reasons for the position including primary AND secondary sources.	Not Present	Needs Work	Fair	Good	Excellent	<b>Answering Questions</b>	Student is expected to respond to panel questions about product or paper with expertise.	Not Present	Needs Work	Fair	Good	Excellent		
Comment(s):															
<b>Referencing &amp; Citing Sources</b>	Makes explicit references within the presentation to four or more credible sources that provide relevant information. <ul style="list-style-type: none"> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>	Not Present	Needs Work	Fair	Good	Excellent	<b>Position</b>	States a position on a question that outlines a reason(s) in support of the position. States why studying this historical question helps us to understand current issues and events.	Not Present	Needs Work	Fair	Good	Excellent		
Comment(s):															
Additional Comment(s):															
Reasons and Evidence		Provides evidence for the position using <b>three or more</b> of the following social science perspectives: <ul style="list-style-type: none"> <li>geographic</li> <li>political</li> <li>sociological</li> <li>cultural</li> <li>economic</li> <li>psychological</li> </ul>		Not Present	Fair	Good	Excellent	Reasons and Evidence		Provides evidence for the position using <b>three or more</b> of the following social science perspectives: <ul style="list-style-type: none"> <li>geographic</li> <li>political</li> <li>sociological</li> <li>cultural</li> <li>economic</li> <li>psychological</li> </ul>		Not Present	Fair	Good	Excellent
Comment(s):															

Descriptions of each score are on the back of this page. There is also additional space to make comments on the back of this page. Time: \_\_\_\_\_ /68 Total Score: \_\_\_\_\_