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<td>22-27</td>
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</tbody>
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What is a Senior Project?

A Senior Project is:
1. A step by step process of the planning for the project.
2. The research you do to determine the need or purpose of the project.
3. The event or activity that you are leading up to.
4. The evaluation or reflection of the success of that event or activity.

Note: if the event or activity wasn’t successful, this is still considered a Senior Project, but your reflection should consider why it was not successful.

All Senior Projects must be approved by a member of the School to Career office.

• It should have a community aspect, but that does not mean a fundraiser. You can involve the community to help you with canned food, clothes, coats, etc. but you should be thinking, “How can I help the community?” not the other way around. The community could help by attending your concert, a business may allow you to use an area for your project, you could work through a church (health fair held at the church involving church members).

• It should be a stretch for you to complete.

• It should be organized.

• All expenses incurred by your Senior Project are the responsibility of the student. Do not expect a fundraiser to finance your product.

• It should NOT be:
  • A fundraiser
  • Research only
  • One event by itself
  • Held at the elementary schools
  • Door to door
  • Involving finances

• Examples of a Senior Project:
  • Blood pressure event at an athletic game
  • Conducting a band event
  • Teach yourself to play an instrument and have a concert at a Senior Center
  • Writing a book
  • Giving music lessons, then hold a concert with those students.
  • Directing a play
Brownsburg High School

Senior Project Commitment Form

**Student Commitment**

Student’s Name ___________________________  Project Name ____________________________________

Projected Start Date: ____________________  Projected Completion Date:  ☐  Dec  ☐  Apr/May

I am committed to completing my Senior Project (per my approved proposal) no later than the completion date listed above AND to presenting my exhibition at the assigned time.

Student Signature: _____________________________  Date: __________________

**Parent Permission**

Name of Parent ________________________________

I have discussed the senior project topic and proposal with my child. I have read the Senior Project Handbook and am aware that my child has the primary responsibility for successful completion of this project within the required timeline. I give permission for my child to work on the senior project off campus when necessary.

Parent Signature: _____________________________  Date: __________________

**Ethical Behavior**

Plagiarism is intellectually dishonest and, therefore, a form of stealing. It is a serious offense and can result in severe penalties, including no credit for the course being taken. The following forms of plagiarism are the most common:

1. Failure to document with quotation marks any material copied directly from other sources.
2. Failure to acknowledge paraphrased material (someone else’s ideas).
3. Failure to provide a bibliography.
4. Use of others’ work, as one’s own, particularly in the creative arts.
5. Use of others’ ideas, as one’s own for themes, poems, musical compositions or artwork


My parent and I realize the importance of honesty and integrity in the senior project. Therefore, we agree that I will complete all required work. I will graciously acknowledge the contributions of others and provide citations for any work or ideas that are not mine.

Student Signature: _____________________________  Date: __________________

Parent Signature: _____________________________  Date: __________________
Brownsburg High School

Senior Project Philosophy

The Senior Project engages learners as active participants in challenging, rigorous, focused, and independent learning within a supportive environment. This project allows students to work reflectively on a meaningful topic as they independently explore a current or potential passion through real-world experience. This endeavor requires a level of thought, exploration, and application that reveals the knowledge and understanding of students as they transition into the real world.

Senior Project Overview and FAQs

A Senior Project connects the student’s career interest with educational and life experiences. With this in mind, it is strongly suggested that the Senior Project be related to the Career Area they are pursuing. Put another way, the Senior Project is an opportunity for a student to explore areas of interest beyond academics and to find relevance in learning. This is an opportunity to demonstrate proficiency in problem-solving, decision-making, collaborative relationships as well as in oral and written communication. These are essential to success in learning for the 21st Century.

Senior Project Brief Course Description

Senior Project is a student driven culminating experience designed around a relevant topic of career interest. The project requires students to work with a community consultant—an expert in the field of interest—to gain knowledge about the field and to create a project representative of the student’s growth. Students are also required to make a multi-media presentation of the project. Through the Senior Project, students demonstrate personal and social responsibility, digital-age literacy, and learning and thinking skills.

*21st Century Skills --- See Addendum pages 20-21

What key steps does a student take when completing a Senior Project?
To complete the Senior Project, a student must
• Complete a project proposal that must be approved by a panel of adults.
  • Identify a community consultant, who is an expert in the student’s topic of interest, who will agree to work with the student in completing the project. This should not be a teacher or family member unless approved by School to Career Coordinator.
• Maintain a log of the time spent on the project and a journal reflecting upon the experience.
  • Complete the project.
• Meet with your community consultant and discuss your experience using the BHS Senior Project 21st Century Skills Rubric.
• Write an extended reflective essay about the project that explains what the student learned from the experience.
• Make a multi-media presentation summarizing the project and experience. The presentation is made to a panel consisting of teachers and community members.

What are the incentives for a student to do a Senior Project?
• Opportunity to make connections between classrooms, careers, and community.
• Opportunity to prepare for the challenges of post-high school experiences.
• Opportunity to earn one credit for completing the experience that will enhance the grade point average.
• Opportunity for in-school time to work on the project with a possible opportunity for release time if needed to work with the community consultant.
• Documentation of senior project completion would be included on the transcript.
• Projects that are community service based could increase scholarship opportunities.

What time will be allowed for students to work on their Senior Projects?
The flexible schedule for Cadre classes will allow students time for Senior Projects, including the opportunity or leave school when necessary to meet with their mentor or work on the project.
Brownsburg High School

Grading Guidelines for Cadre

Students will receive grades for each quarter in “Career Information Project” figured using the following guidelines, subject to adjustment based on the particular course of study:

1st Quarter
- 30 pts-Journals and Log of time spent
- 30 pts-Senior Project Proposal (Includes letter of intent, timeline and securing a community consultant)
- 20 pts-completion of School to Career activities
- 20 pts-beginning of online portfolio

2nd Quarter
- 40 pts-Journals and Log of time spent
- 40 pts-completion/documentation of at least 15 hours of Career Related Experience by the end of the grading period
- 20 pts-online portfolio advancement

3rd Quarter
- 40 pts-Journals and Log of time spent
- 40 pts-completion/documentation of at least 30 hours of Career Related Experience by the end of the grading period
- 20 pts-online portfolio advancement

4th Quarter
- 30 pts-Written reflection
- 50 pts-multimedia Senior Project Presentation
- 20 pts-completion of Career Related Experience (minimum 40 hours by May 1)

When students complete their presentation, they will be awarded one of the following grades:
A (4.0)=Outstanding
B (3.0)=Pass Plus
C (2.0)=Pass
I=Incomplete at this time

A student with an incomplete grade must complete the elements on the Incomplete Project Form and present to a panel of judges no later than 10 calendar days prior to the end of the semester.

Community Service for some of the Cadre classes: 40 hours
# Senior Project Timeline 2016-2017

## Senior Project Happenings

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of project planning and letter of intent; community consultant identification</td>
<td>August 4-October 7, 2016</td>
</tr>
<tr>
<td>✓ Communicate regularly with community consultant and work toward completion of the project</td>
<td>September 2016 through February 2017</td>
</tr>
<tr>
<td>✓ Maintain a journal/log of activities and time spent in completion of project; keep written reflections of your progress</td>
<td></td>
</tr>
<tr>
<td>✓ Compile photographic documentation</td>
<td></td>
</tr>
<tr>
<td>✓ Collect any necessary and pertinent correspondence in completing the project</td>
<td></td>
</tr>
<tr>
<td>Midterm check of progress</td>
<td>December 2016</td>
</tr>
<tr>
<td>Complete extended reflective essay on the senior project experience</td>
<td>March 2017</td>
</tr>
<tr>
<td>Meet with your community consultant and discuss your experience using the 21st Century Skills Project Rubric</td>
<td>March 2017</td>
</tr>
<tr>
<td>Prepare presentation; compile binder of documentation and continue to update portfolio</td>
<td>March and April 2017</td>
</tr>
<tr>
<td>Rehearsal of presentations</td>
<td>March and April, 2017</td>
</tr>
<tr>
<td>Presentation of project to senior project evaluation panel</td>
<td>April 20, 2017</td>
</tr>
<tr>
<td></td>
<td>Makeup Dates: TBD</td>
</tr>
</tbody>
</table>

* Midterm graduates with special permission, timeline – Addendum # 3
Brownsburg High School

Check Sheet For
Planning Your Senior Project

Check off as you complete each item.

☐ Sign commitment form (pg 4) and hand in to Cadre teacher

☐ Choosing topic
Senior Project is a finished product. (putting on a camp, setting up a recycling resource) not a PowerPoint of how you did something
Consider services offered by you for the community benefit, not financial gain.

☐ Finding Community Consultant
Detail ideas
Complete the Community Consultant page (pg 14)

☐ Estimated Monthly Timeline
What you are doing and when

☐ Letter of Intent, each topic below should be a paragraph, no longer than 1 page.
For details, see examples (Addendum, pgs. 23-28)
#1 Identify Topic
#2 Community Consultant, why relevant to you, sources you want to use, costs
#3 Why is this a stretch for you?
#4 Ethical expectations
Attach timeline sheet to back of Letter of Intent

☐ Proposal Meeting
Dress Code is a must. (See Dress Code, p. 16)
Well groomed means clean hair, neatly shaved face, brushed teeth, no dirty fingernails.
Promptness is a necessity. You are keeping others from having the full time frame for their presentation, or you will be asked to cut yours short if you are late.
Responsible for finding out time, date, and location of proposal.

☐ Final Presentation
Dress Code is a must. (See Dress Code, p. 16)
Well groomed means clean hair, neatly shaved face, brushed teeth, no dirty fingernails.
Promptness is a necessity. You are keeping others from having the full time frame for their presentation you will be asked to cut yours short if you are late.
Responsible for finding out time, date and location of presentation.
Consider these questions as you prepare for your senior project. You will write a formal Letter of Intent describing your project plans, and discuss your proposal with the senior project proposal panel. The panel will offer feedback that you can use to make your project the best it can be.

Name: ____________________________________   Date: _________________________

1. What is your topic? Describe why this topic is important to you. How will it challenge you?
2. What are your post-secondary goals? List specific ways your project might relate to these goals.
3. What are your goals for this project? Describe what you intend to accomplish or learn.
4. What do you already know about your topic? Briefly summarize what you've learned about your topic from at least two expert sources (i.e., printed materials, websites, conversations).
5. Have you selected a community consultant (mentor)? If yes, share highlights from discussions that you and your consultant have had about your project. If no, what are some qualities you are looking for in a community consultant?
6. What kinds of activities and experiences are you planning to help you complete your project? Outline these activities on the following timeline; include activities only in the months that apply to your project.
7. Do you anticipate any costs associated with your project? If so, how will you cover those expenses?
8. What problems might you face as you pursue your project? Describe how you might overcome these problems.
## Brownsburg High School Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
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<tr>
<td>December</td>
<td></td>
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<tr>
<td>January</td>
<td></td>
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<tr>
<td>February</td>
<td></td>
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<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
</tbody>
</table>

* 3 copies should be turned in with your Letter of Intent at time of Proposal
Senior Project Letter of Intent

Use the information from *Planning Your Senior Project* (p. 9) to write your letter of intent. This is a formal letter that will introduce your project to a panel of adults who will give you suggestions about how to make your project the best it can be. Please consider community needs, services you may offer, rather than financial gain. Include the following:

- A bit about yourself AND
  - Your topic of focus for your project and how it connects to your Career Major and post-secondary goals
- Your experience and interest in the area AND
  - Explanation of what you intend to learn or accomplish and how this is a stretch for you, including the 21st Century skills you hope to develop
- Mentor name and qualifications (if known) AND
  - Sources you hope to use and any potential costs
- A paragraph clearly indicating you understand the ethical expectations for the senior project and penalties for any violations and your obligation to consult regularly with your mentor.

Your letter should be typed and in correct business format which includes specific margins, spacing, and organization. This format includes

- Your return (home) address
- Appropriate salutation
- Introduction
- Body
- Conclusion
- Complimentary close
- Signature space
- Signature line

See examples in Addendum # 2 pgs. 23-28
Responsibilities of the Community Consultant

- Be available to answer questions by phone, e-mail or in person.
- Advise students about their chosen topic including its appropriateness for their career interest and the feasibility of the idea. *It is not your responsibility to find a topic for the student.*
- Meet with the student during December to discuss the 21st Century Skills Rubric as it relates to their senior project. (see pg 15)
- Consult with the student regarding business expectations (appropriate dress, punctuality, communication skills, professional courtesy, etc.)
- Review the final presentation and advise the student prior to the final day of presentation on ways to improve the presentation.

** See form on pg 14 which needs to be completed before proposal
Brownsburg High School Senior Project

Community Consultant Information Form

The following information is used in matching community consultants with Brownsburg High School students who are pursuing senior projects. Please provide contact information and relevant background information in the sections below. You must be 25 years of age or older to be a community consultant. Return this form with the student who has contacted you, or send it to the address above.

Consultant Name:_________________________________ Title:__________________________
Business Name (if applicable):______________________________________________________
Home Phone:______________________ Cell Phone:______________________________
Work Phone:______________________ Email:__________________________

Do you have a criminal history check on file with your employer? _____

1. What kinds of knowledge and skills can you share with the student?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. How can you assure that you and your BHS student can communicate on a regular basis?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. What insights related to project design can you provide as your student develops the project proposal?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. What information related to project costs can you provide as your student develops a budget?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signature of Community Consultant: ____________________________ Date: _____

Student Name: ________________________________
Senior Project Topic: ____________________________
<table>
<thead>
<tr>
<th>21st CENTURY SKILLS</th>
<th>Criteria</th>
<th>Incomplete/Novice</th>
<th>C Progressing</th>
<th>B Proficient</th>
<th>A Advanced (exceeds expectations)</th>
<th>A+ Professional</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 pt</td>
<td>2 pts</td>
<td>3 pts</td>
<td></td>
<td></td>
<td>4 pts</td>
</tr>
<tr>
<td>Communication &amp; Collaboration</td>
<td>Worked in isolation</td>
<td>Little or no interaction with community consultant</td>
<td>Demonstrated teamwork: worked with others including community consultant</td>
<td>Demonstrated teamwork and leadership: worked productively with others including community consultant</td>
<td>Demonstrated teamwork and leadership: worked productively with others including community consultant: exercised empathy: respected diverse perspectives</td>
<td></td>
<td>5 pts</td>
</tr>
<tr>
<td>Creativity &amp; Innovation</td>
<td>No creativity exhibited</td>
<td>Developed and communicated ideas</td>
<td>Developed, implemented, and communicated ideas to others</td>
<td>Developed, implemented, and communicated new ideas to others</td>
<td>Developed, implemented, and communicated new ideas to others that solve real-world problems in the professional world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership &amp; Responsibility</td>
<td>Lacked ethical behavior</td>
<td>Did not outwardly act on the interests of the larger community</td>
<td>Acted on the interests of the larger community; demonstrated ethical behavior</td>
<td>Acted on the interests of the community; demonstrated ethical behavior in a variety of ways</td>
<td>Acted as a leader in the community; demonstrated exemplary ethical behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility &amp; Adaptability</td>
<td>Showed inflexibility in personal and community contexts</td>
<td>Showed some flexibility in personal and community contexts</td>
<td>Showed flexibility in personal and community contexts</td>
<td>Showed a high level of flexibility in personal and community contexts</td>
<td>Demonstrated exceptional flexibility and adaptability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking &amp; Problem Solving</td>
<td>Did not identify problems, lack of creativity</td>
<td>Had difficulty identifying problems and possible solutions</td>
<td>Identified and solved problems</td>
<td>Framed, identified, and solved problems creatively</td>
<td>Framed, identified, and solved problems with creative, well-developed solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information &amp; Media Literacy Skills</td>
<td>Did not identify resources; no used of technology</td>
<td>Used one resource; little use of technology</td>
<td>Used at least two resources; used technology</td>
<td>Utilized a variety of resources; multimedia used</td>
<td>Analyzed and created information in a variety of forms; professional multimedia skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity &amp; Accountability</td>
<td>Lack of accountability; no goals or standards</td>
<td>Unclear goals, lack of standards</td>
<td>Demonstrated accountability; set and met goals</td>
<td>Demonstrated accountability; set and met high standards and goals</td>
<td>Student set and met exemplary standards and goals; complete accountability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS TO STUDENT From COMMUNITY CONSULTANT:**

**Total 21st Century Skills Score**

**Overall Senior Project Score**
Please be reminded that appropriate dress is required. Be aware that some of the attire that may be appropriate here at school on a daily basis may NOT be appropriate for your proposal presentation and your senior project presentation.

APPROPRIATE ATTIRE:

- Nice slacks
- Skirts if appropriate length
- Dress blouse or sweater
- Collared shirts, necktie
- Dress shoes, dress socks

INAPPROPRIATE ATTIRE:

- Pajama pants
- Shirts or tops with inappropriate sayings
- Revealing tops
- Pants or jeans that are revealing when sitting (waist too low)
- Short shorts
- Short skirts
- Sloppy sweatpants
- House slippers
- Jeans
- T-shirts
- Athletic shoes
- Skin-tight clothing
- No holes in pants
Evaluation of the Senior Project

There are two important facets to the evaluation of your Senior Project experience: first, a self-evaluation done with the guidance of your community consultant; second, a formal multi-media presentation to the Senior Projects Evaluation Panel who provides detailed feedback and assigns your project a grade.

Self-Evaluation

As you conclude your project, discuss your experience in person with your community consultant. Use the *BHS Senior Project Presentation Score Sheet* (p. 19) to guide your discussion. Ask your community consultant to respond in writing to your dialogue; for example, he or she could write a letter of recommendation to the Senior Project Evaluation Panel about working with you on your senior project.

In addition, you will write an extended reflective essay regarding the completed project and describing how you benefited from the experience. This paper will help guide your comments to the Senior Project Evaluation Panel, and you should include it in your Senior Portfolio.

Address the following points in the reflection. Use your notes from your meeting with your community consultant and the *BHS Senior Project 21st Century Skills Rubric* (pg 20) to help you respond.

- Which 21st Century skills did you master during your project? What have you learned about the project topic?
- What have you learned about yourself?
- What was the best experience you had? Why?
- What was the worst experience you had? Why?
- To what extent did your experience differ from your expectations?
- How would you evaluate your future in this area? Perhaps you have decided this area is not for you. Why?

Senior Project Presentation

The culminating activity for your Senior Project is a formal multimedia presentation. This will be your opportunity to show a panel of community members and educators your knowledge and expertise. Use the *BHS Senior Project Presentation Score Sheet* (pg 19) as you prepare your presentation.

Your Senior Project should meet these expectations:

- 8-10 minute presentation
- competency in the use of multi-media. These may include, but are not limited to,
  - presentation software, such as PowerPoint
  - video editing software
  - integrated use of computer software and/or electronic devices
- limited use of notes
- knowledge of content
- logical organization
- highlights from your self-evaluation, with an emphasis on your development of 21st Century skills
- professional attire, demeanor, and delivery
<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>Professional attire.</td>
<td>Attire appropriate but lacking, i.e. un-pressed shirt or skirt</td>
<td>Attire appropriate but lacking—i.e. flip flops, inappropriate skirt length, non-collared shirt, tennis shoes.</td>
<td>Dress inappropriate – revealing top, does not look professional, appearance sloppy.</td>
</tr>
<tr>
<td></td>
<td><strong>Males:</strong> suit, dress pants, collared shirt, tie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Females:</strong> Dress, suit, dress pants, blouse, skirt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Well-written, captures audience’s attention</td>
<td>Attention getter adequately written</td>
<td>Attention getter needs improvement</td>
<td>Attention getter lacks spark; minimal effort</td>
</tr>
<tr>
<td>Attention Getter</td>
<td><strong>Preparation</strong></td>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detailed (thorough) preparation is evident.</td>
<td>Appropriate volume of voice. Good posture, somewhat effective eye contact.</td>
<td>Low volume at times, signs of nervousness, little eye contact and little enthusiasm for project.</td>
<td>Difficult to hear and understand. Nervous body language, lacks enthusiasm for project.</td>
</tr>
<tr>
<td></td>
<td>Satisfactory preparation as well as practice in delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some preparation as well as some practice in delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little preparation or practice of the delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Conclusion is prepared and delivered effectively. Clearly marks the end of the presentation.</td>
<td>Conclusion adequately presented. It is clear the presentation is over, but conclusion is basic.</td>
<td>Conclusion is minimal. Unsure whether the presentation is over.</td>
<td>Conclusion unclear or unplanned. Ends on a statement like “I guess that’s about it”, “I’m done” or “That’s all.”</td>
</tr>
</tbody>
</table>

**Total Score**

(this page 25 possible points)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>A: Excellent</th>
<th>B: Proficient</th>
<th>C: Average</th>
<th>D: Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Topic very clear, presentation kept attention, logical sequence.</td>
<td>Topic identified – presentation in logical order.</td>
<td>Topic mentioned, very little organization and continuity in presentation.</td>
<td>Topic unclear, disorganized or unsure what the project is.</td>
</tr>
<tr>
<td>Creativity &amp; Technology</td>
<td>Presentation included innovative ideas, great use of technology.</td>
<td>Communicated ideas in a way that held attention, satisfactory use of technology.</td>
<td>Presentation struggled to hold interest. Used technology but not efficiently.</td>
<td>Presentation did not exhibit creativity, no technology used.</td>
</tr>
<tr>
<td>Project Choice</td>
<td>Student demonstrates obvious growth through experience.</td>
<td>Topic appropriate, more than a one-time event.</td>
<td>Chose appropriate topic, but project is not representative of months of work.</td>
<td>Did not choose an appropriate project.</td>
</tr>
<tr>
<td>Project Content</td>
<td>10 pts</td>
<td>9-8 pts</td>
<td>7-5 pts</td>
<td>4-0 pts</td>
</tr>
<tr>
<td>Project Guidelines</td>
<td>The information included is accurate and completely addresses topic. Great effort made to fulfill the requirements of the project. At least 7 of the items below included.</td>
<td>The information included adequately addresses the topic. Sincerity of effort is obvious. At least 6 of the items below included.</td>
<td>The information included is sometimes inaccurate. Shows some effort made to complete project. At least 5 of the items below included.</td>
<td>There is no evidence of accurate content information. Little effort made in completing project. 4 or fewer items below included.</td>
</tr>
</tbody>
</table>

**PROJECT CONTENT NOTE:**
Are you grading a Traditional Senior Project or a PCI/Cadet Teaching Student?
Please check the criteria for Project Content below:

**Traditional Senior Project Content** should include references to the following:
- E-Portfolio
- Project Obstacles
- What I Learned
- 21st Century Skills
- Pictures, Graphs, Research, etc.
- May also include other Cadre specific items

**Professional Career Internship (PCI) Cadet Teaching Students**
- Internship Obstacles
- Specific Skills Learned
- Any 21st Century Skills
- Letter of Intent
- Timeline of project and growth
- Pictures, graphs, or any data on Internship

Total Score (this page 25 possible points)

Overall Senior Project Score (combined pages) ________/50
21st Century Skills

Personal and Social Responsibility
Students must be able to set and pursue personal, academic, family, and civic goals. They need the knowledge and skills to make ethical decisions; play an effective role in society at local, national, and global levels; become informed, thoughtful, and responsible citizens; and to participate in the life of their schools, community, and the wider world through service. Personal and social responsibility includes

• Leadership and Responsibility
• Communication and Collaboration
• Productivity and Accountability
• Social and Cross-Cultural Skills
• Initiative and Self-Direction
• Civic Literacy
  • Financial, Economic, Business, and Entrepreneurial Literacy
• Health Literacy

Digital-Age Literacy
Given the realities of globalization in a digital world, our students need to develop the strategies and skills to communicate effectively, work with diverse groups of people, use information and communications technologies, analyze information quality, and discern bias. These 21st Century knowledge and skills are necessary to learn and work in an age of accelerating societal change. Digital-Age Literacy includes

• Global Awareness
• Information Literacy
• Media Literacy

• Information and Communication Technologies Literacy
Learning and Thinking Skills
Learners and workers in the 21st century must be able to engage in complex thinking and reasoning processes as they complete meaningful, relevant tasks within the range of academic domains and real-world contexts that require problem solving. Learning and Thinking Skills include:
• Critical Thinking and Problem Solving Skills
• Creativity and Innovation Skills
• Flexibility and Adaptability

The Senior Project and 21st Century Skills
By completing the senior project, you will have the opportunity to demonstrate critical 21st Century skills. An ideal project experience will allow you to:
• Demonstrate exceptional personal responsibility and flexibility in personal and community contexts (Flexibility and Adaptability)
• Set and meet high standards and goals for one’s self and others (Productivity and Accountability)

• Exercise sound reasoning in understanding and making complex choices (Critical Thinking and Problem Solving)
• Develop, implement, and communicate new ideas to others (Creativity and Innovation Skills)
• Analyze, access, manage, integrate, evaluate, and create information in a variety of forms and media (Information and Media Literacy Skills)
• Demonstrate teamwork and leadership; adapt to varied roles and responsibilities; work productively with others, including your community consultant; exercise empathy; respect diverse perspectives (Communication and Collaboration)

Adapted from Partnership for 21st Century Skills and Catalina Foothills District
**The First Impression Matters: The Letter of Intent**

**Senior Project Letter of Intent**

Use the information from *Planning Your Senior Project* (p. 8, 9 in the handbook) to write your letter of intent. This is a formal letter that will introduce your project to a panel of adults who will give you suggestions about how to make your project the best it can be.

Include the following:
- A bit about yourself
- Your topic of focus for your project and how it connects to your Career Major and post-secondary goals
- Your experience and interest in the area
- Explanation of what you intend to learn or accomplish and how this is a stretch for you, including the 21st Century skills you hope to develop
- Mentor name and qualifications (if known)
- Sources you hope to use and any potential costs
- A paragraph clearly indicating you understand the ethical expectations for the senior project and penalties for any violations and your obligation to consult regularly with your mentor.

Your letter should be typed and in correct business format which includes specific margins, spacing, and organization.

This format includes
- Your return (home) address
- Appropriate salutation
- Introduction
- Body
- Conclusion
- Complimentary close
- Signature space
- Signature line

**Task:** Please read the provided samples of three letters of intent and answer the questions that follow each sample. After writing your own letter, proofread carefully before you submit your letter. The first impression matters!
SAMPLE #1

Jane Doe
555 County Road 555 North
Brownsburg, IN  46112

To Whom It May Concern:

My name is Jane Doe, and I am eighteen year old senior from Brownsburg High School. I recently became interested in nursing after a recent surgery. Becoming a pediatric nurse is now a serious career goal of mine. Ball State University is my college of choice due to it extensive nursing program. This three-year program is well-known for its quality and diversity of intern experiences.

For my senior project, I would like to lead a teddy bear and blanket drive for the Riley Hospital for Children. They are in need of new teddy bears and blankets in the intensive care area. I will ask the community members of Brownsburg to open their hearts for the children and families in need of support.

During my work raising the awareness of this need, I would love to learn more about nursing and nursing education. This project will allow me to work with nurses and gain valuable experiences through job shadowing, interviews, and other on-site experiences.

My mentor is Susie Brown at Riley Children’s Hospital. She received top honors in her college classes and is well-known for her patient care by the hospital staff. I am excited about the opportunity to work closely with Suzie.

Informative pamphlets and gasoline are two expenses I know I will have during the duration of this project. I am prepared to fully cover all costs involved. I will also take responsibility for all additional costs that may develop.

This senior project means a lot to me. I feel it will be an excellent way for me to see my dream job in action. I completely understand the time commitment and I am fully committed to the project. I also understand the penalties that will occur if your senior project is not completed. I am ecstatic to begin my senior project. It will be an amazing experience, and I will make the most of it.

Thank you for your time,

Jane Doe
QUESTIONS for Sample #1:

1. What is this letter of intent lacking?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. What would you add to make the letter better?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. Summarize your impression of the writer and her project from this letter of intent?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

SAMPLE #2

To Whom It May Concern:

I am writing you this proposal for my Senior Project. I have changed my idea but it is not that different. I would like to have all seniors come together during a 7th period or at the end of the day in the senior café for a Sweets and Treats get together. If allowed I would like to have a variety of desserts and have seniors eat, socialize, and play games. I would like to ask Kroger, Wal-Mart, and Marsh for donations. If they refuse, the seniors can bring in their own snacks. I would like to have this event in two weeks. I would also like to ask teachers to supervise if they are not too busy. If possible, please let me know if I need to make any changes.

Thanks,
Bill Smith
QUESTIONS for Sample #2:

1. What is this letter of intent lacking?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. What would you add to make the letter better?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. Summarize your impression of the writer and his project from this letter of intent?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Sample #3

222 Main Street
Brownsburg, IN 46112
September 1, 2013

To Whom It May Concern:

My name is Janice Doe, and I am currently a senior at Brownsburg High School. After graduation, I will be attending Butler University in the fall. I have plans to major in secondary education with a specialty in English and earn an endorsement middle level education. My career goal is to become a middle school English teacher. My senior project will allow me to work with middle school students as they prepare for all the high school to offer.

Freshman year can be overwhelming for students. Getting involved in extracurricular activities is the key to meeting new people in a new school environment. I wanted to provide a service that would allow new incoming freshmen an opportunity to get involved in the student body early in their high school careers. The focus for my senior project is to organize an extracurricular open house event in the spring for 8th grade students. This event would allow current 8th graders to get familiar with the clubs, organizations, and teams that the high school has to offer. By hosting this event, the clubs will be allowed to present their goals as a club/team, a calendar of yearly activities, community service opportunities, and new member expectations with new incoming freshman with the hopes of adding new students to their list of active members or players.

As the coordinator this event, I will gain leadership and organizational skills as I work cohesively with the staff at both middle school in Brownsburg. Mrs. Smith, a teacher at Brownsburg West, has agreed to be my mentor for the event. We will work together to plan a time, select a location, and organize a rotation that allows each 8th grade student an opportunity to learn about the extracurricular activities that interest him or her.

Along with my mentor, I will work with high school club sponsors, members, and coaches and middle school teachers and counselors to plan a successful event. I will be advertising the event in hopes of getting as many 8th grade students excited about attending the event. I will have poster-making costs to personally cover.

I am fully aware of my ethical obligations as a student at Brownsburg High School. I am committed to representing my school well in this process. In our weekly meetings, I will act on a professional level as I plan this event with my mentor. Thank you for this opportunity to provide a meaningful service to students in the corporation.

Sincerely submitted,

Janice Doe
QUESTIONS for Sample #3:

1. What is this letter of intent lacking?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. What would you add to make the letter better?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. Summarize your impression of the writer and his project from this letter of intent?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________