

SENIOR PROJECTS 2013-2014

The purpose of the Senior Project is to provide an opportunity to explore an area of great personal interest through the arts, work experience, research and/or community service. Senior Projects are valuable on many levels including personal growth, skill building, contribution to the community and the simple joy of gaining expertise in a subject you love. It is also a mark of distinction on your transcript for the college admissions process.

Project topics and their final form can vary greatly. We have identified four general categories with guidelines in each category. Your project will be evaluated by a faculty member who will consider documentation of your process, the quality of your public presentation and the results or product that came from your project. There is a rubric for each type of project. Please consult it regularly as you work on your project.

CATEGORY ONE: ART OR "PHYSICAL" PROJECTS

Projects of this type involve the creation, construction or fabrication of an artwork, craft, product or other physical item.

Examples: painting, ceramics, sculpture, film making, photography, woodworking, decorating, car rebuilding, fashion design and surfboard construction.

Documentation of the process should include:

- written, photo or video journals detailing a step-by-step account of the work, demonstrations of technique or hands-on instruction
- an art show or other public viewing of the completed work.

CATEGORY TWO: PERFORMANCE OR SKILL DEMONSTRATION

Performance projects generally involve one of the performing arts such as drama, music, dance, or eurythmy or demonstration of a skill such as martial arts, cooking or fly fishing.

Documentation of the process should include:

- Performance or demonstration
- Written, photo or video journals giving an account of the learning process and project goals accomplished.
- creation of instructional manuals and videos which summarize the knowledge you have gained and present it in a form that others can use

CATEGORY THREE: COMMUNITY SERVICE

Volunteer work in, or development of a recognized service program. Service should take place at hospitals, clinics, shelters, schools, relief agencies or other community service venues.

Documentation should include:

- A reflective journal that goes beyond a mere log of daily activities and explores your experience in depth
- A video, short story, poem or other artistic expression of your experience.
- The level of community service for a Senior project is a minimum of 100 hours which will also count toward your GWCSAS community service requirement.

CATEGORY FOUR: STUDY, RESEARCH AND EXPLORATION

This category encompasses the more traditional research project although it can take a variety of forms. It includes shadowing or internships in a profession or trade, field research in a particular discipline, academic research from books and other media or other forms of exploration or research such as a series of interviews or a wilderness experience. This can also be based on your work in a college course.

Documentation should include one the following:

- formal research paper
- written or edited video summaries of interviews
- written accounts of the internship or other experience
- portfolio of course work

Senior Project Grading Rubric

Category One: Artistic or “Physical” Project

Senior projects will be evaluated based on two sets of criteria: the quality of the presentation of the project and the quality of the process in completing the project. Students will earn a grade of Pass (1) A- (2) or an A (3). A grade of an “A” will show exemplary work above and beyond expectations. The following criteria will be used by the faculty evaluators and may be used by students as guidelines in creating and completing projects:

Presentation:

- The creation, construction or fabrication of the item was complete and on display at the presentation.
- Documentation of the step by step construction/process was presented through a video, photographic, or written journal.
- Speaking skills reflect preparation, practice and knowledge of the subject. Eye contact, speaking volume, fluency, posture and appropriate dress are also exemplary.
- The length of the presentation is approximately 20 minutes.
- Content is relevant and informative, and the presentation is well organized and easy to follow. No fluff.
- The student is able to draw intelligent conclusions and honestly reflect upon the lessons learned from the process.

Process:

- A project proposal was completed by the given deadline.
- Students should create a timeline or an outline that shows a reasonable plan to complete the project.
- The project represents at least 75 hours of documented work through a journal, timelog, etc.
- The journal not only documents the process, but reflects the thoughts and questions that arise during the process.
- Documentation shows completion of deadlines.
- Periodic check-ins with the faculty evaluator are initiated by the student, and met.
- The student is self-directed and shows initiative in the process.
- The content of the project is challenging, interesting and represents a new area of exploration for the student.

Senior Project Grading Rubric

Category Two: Performance or Skill Demonstration

Senior projects will be evaluated based on two sets of criteria: the quality of the presentation of the project and the quality of the process in completing the project. Students will earn a grade of Pass (1) A- (2) or an A (3). A grade of an "A" will show exemplary work above and beyond expectations. The following criteria will be used by the faculty evaluators and may be used by students as guidelines in creating and completing projects:

Presentation:

- Performance or demonstration was given at the presentation
- Documentation of the step by step process was presented through a video, photographic, or written journal.
- Speaking skills reflect preparation, practice and knowledge of the subject. Eye contact, speaking volume, fluency, posture and appropriate dress are also exemplary.
- The length of the presentation is approximately 20 minutes.
- Content is relevant and informative, and the presentation is well organized and easy to follow. No fluff.
- The student is able to draw intelligent conclusions and honestly reflect upon the lessons learned from the process.

Process:

- A project proposal was completed by the given deadline.
- Students should create a timeline or an outline that shows a reasonable plan to complete the project.
- The project represents at least 75 hours of documented work through a journal, time log, etc.
- The journal not only documents the process, but also reflects the thoughts and questions that arise during the process.
- Documentation shows completion of deadlines.
- Periodic check-ins with the faculty evaluator are initiated by the student, and met.
- The student is self-directed and shows initiative in the process.
- The content of the project is challenging, interesting and represents a new area of exploration for the student.

Senior Project Grading Rubric

Category Three: Community Service

Senior projects will be evaluated based on two sets of criteria: the quality of the presentation of the project and the quality of the process in completing the project. Students will earn a grade of Pass (1) A- (2) or an A (3). A grade of an "A" will show exemplary work above and beyond expectations. The following criteria will be used by the faculty evaluators and may be used by students as guidelines in creating and completing projects:

Presentation:

- Description of the organization, its goals and purpose was given at the presentation, as well as a clear description of the student's role.
- Documentation of the step by step process was presented through a video, photographic, or written journal.
- Speaking skills reflect preparation, practice and knowledge of the subject. Eye contact, speaking volume, fluency, posture and appropriate dress are also exemplary.
- The length of the presentation is approximately 20 minutes.
- Content is relevant and informative, and the presentation is well organized and easy to follow. No fluff.
- The student is able to draw intelligent conclusions and honestly reflect upon the lessons learned from the process.

Process:

- A project proposal was completed by the given deadline.
- Students should create a timeline or an outline that shows a reasonable plan to complete the project.
- The project represents at least **100 hours** of documented work through a journal, time log, etc.
- The journal not only documents the experience, but also reflects the thoughts and questions that arise during the process.
- Documentation shows completion of deadlines.
- Periodic check-ins with the faculty evaluator are initiated by the student, and met.
- The student is self-directed and shows initiative in the process.
- The content of the project is challenging, interesting and represents a new area of exploration for the student.

Senior Project Grading Rubric

Category Four: Study, Research and Exploration

Senior projects will be evaluated based on two sets of criteria: the quality of the presentation of the project and the quality of the process in completing the project. Students will earn a grade of Pass (1) A- (2) or an A (3). A grade of an "A" will show exemplary work above and beyond expectations. The following criteria will be used by the faculty evaluators and may be used by students as guidelines in creating and completing projects:

Presentation:

- A clear explanation of the thesis or idea that prompted this area of exploration, and a clear explanation of the discoveries made is given.
- Visual documentation of any interviews, experiences etc. (video etc.)
- Formal research paper is completed.
- Speaking skills reflect preparation, practice and knowledge of the subject. Eye contact, speaking volume, fluency, posture and appropriate dress are also exemplary.
- The length of the presentation is approximately 20 minutes.
- Content is relevant and informative, and the presentation is well organized and easy to follow. No fluff.
- The student is able to draw intelligent conclusions and honestly reflect upon the lessons learned from the process.

Process:

- A project proposal was completed by the given deadline.
- Students should create a timeline or an outline that shows a reasonable plan to complete the project.
- The project represents at least **75** hours of documented work through a journal, time log, etc.
- The journal not only documents the experience, but also reflects the thoughts and questions that arise during the process.
- Documentation shows completion of deadlines.
- Periodic check-ins with the faculty evaluator are initiated by the student, and met.
- The student is self-directed and shows initiative in the process.
- The content of the project is challenging, interesting and represents a new area of exploration for the student.
- Portfolio for college course work should look like a Main Lesson portfolio with title page, table of contents, introductory essay giving an overview of the work, collection of syllabus, homework assignments, papers, and tests.