

Name: _____

RIMROCK JUNIOR SENIOR HIGH SCHOOL



BRUNEAU-GRANDVIEW SCHOOL DISTRICT #365

SENIOR PROJECT 2011/2012

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Bruneau-Grandview School District #365

Senior Project 2012 Overview

The senior project includes three main components:

1. a paper
2. an oral report with an electronic visual aid
3. and a portfolio

The Paper: The paper will be a research paper on a health related topic. Each student must select a unique topic and research and write a report according to the guidelines that are included in this packet. Work on the paper will begin Tuesday, November 29, 2011, and it will be **due on February 24, 2012**. **The paper grade will be evaluated in the English 12 class.** Rubrics for grading the paper are attached within this packet.

Research paper:

Completed in English 12

APA style

Topic: Health related approved by English 12 instructor

Rubric developed by English 12 instructor

Paper graded by English 12 instructor

Grade incorporated into English 12 grade

Research paper must have a 75% grade or higher in order to pass this component.

Schedule

| Start | End | |
|-------------|-------------|------------------------------------|
| November 29 | December 2 | Topic due to English 12 instructor |
| December 6 | December 16 | Research |
| January 3 | January 13 | First rough draft due |
| January 16 | February 10 | Final rough draft |
| February 14 | February 24 | Final paper due |

Oral Presentation: The student must give an oral presentation meant to explain and defend their paper, and create a Power Point to assist said presentation. The student will deliver the presentation to a committee made up of school board members and community members. Work on the oral presentations will begin March 8, 2011, and will be presented on **March 21 and March 22, 2012** during parent teacher night at Rimrock Junior Senior High School. Students will be given the sign-up date choice based on how well they are able to meet all of their deadlines within the project. **The oral presentation will be graded within the English 12 class.** The rubric for grading the presentation and the visual aid are attached within this packet.

Oral Component:

Completed in English 12

Panel graded (school board, community)

Power Point presentation to support oral presentation

Question and Answer portion at conclusion

Rubric provide by English 12 instructor

Grade incorporated into English 12 grade

Schedule:

| Start | End | |
|--------------|--------------|--|
| February 28 | March 9 | Complete oral presentation |
| March 13 | March 16 | Practice oral presentation |
| | March 21, 22 | Presentations at spring parent/teacher nights Use portables for presentations |

Portfolio: The portfolio will be developed within the **Career Development** class. Career Development holds all of the rights and power to determine the content and grading of the portfolio.

Portfolio:

Completed in Career Development
Rubric provided by Career Development instructor
Graded by Career Development instructor
Grade incorporated into Career Development grade

Schedule:

| Start | End |
|-----------------------|--|
| Beginning of semester | End of semester for Fall Semester students |
| Beginning of semester | March 1 for Spring Semester students |

Additional Details:

- Students will be able to use various computers within the school during class time **if** they have finished their assigned works. **This is up to the individual teacher's discretion. This is NOT something that is a "right," but a privilege.**
- Students may use the computer lab **before and after school, during lunch and advisory** if needed, and if they have made prior arrangements with school faculty (primarily English 12, Miss Hardan).
- Work in English 12 will be supported by Mrs. Tindall and Mr. Chandler during their 4th hour classes (Career Development and Economics).
- Panel consists of three community members who are knowledgeable in medical areas.
- Parents and others can attend presentations

Senior Project 2012 Plagiarism Statement

As part of your semester grade in English 12, you will be expected to:

1. **Research** a current health related topic, **OR** your project from Selected Problems in Chemistry
 - Find facts, research, and multiple viewpoints
2. Develop a focused research question
3. Write a **professional memo** outlining your project
4. Take notes using **research forms**
5. Create an **annotated bibliography** (annotated references page)
6. Write a **technical paper** using APA style
7. Write an **abstract**
8. Submit paper to **Ms. Hardan electronically**. (Email address: mhardan@sd365.us)
9. Create a **PowerPoint** summarizing the paper
10. **PRACTICE PRESENTING!!!!**
11. **Present orally** to a panel

This project is worth **25% of your semester grade**. If you fail any piece of the project, you must redo it until you reach proficiency. **CAREFUL**...You will NOT be allowed to present your project unless EVERY piece of the project has been turned in with a proficient score. Also, if you fail to show up for your presentation without prior approval via Ms. Hardan, you will NOT be allowed to make up your presentation. In other words, not showing up could result in a failing grade in English 12, affecting your graduation.

Your topic should be one in which you are interested, one that has a clear tie to governmental policy, one about which you can find adequate information, and one that has a potential for multiple viewpoints. Following the suggested timeline and staying focused on your subject will ensure you successfully complete this project. Most of the work will be done in class. However, there may be some assignments that can be done outside of class (for instance, talking to a health care professional about your topic, conducting a personal interview, etc.). Students who work outside of class may receive a higher grade. Your **completed paper is due February 24, 2012; the final project (paper and Power Point) is due March 9, 2012. Presentations are March 21 and 22, 2012.** Plan accordingly.

PLAGIARISM STATEMENT

I understand the definition of plagiarism. I understand that I must correctly cite my sources both in the paper and in the References page. I understand that no quotation may be longer than 3 typed lines without permission from my teacher. I understand that plagiarism is cheating and is subject to district and school policies for cheating: I will receive a "0" for my paper, a discipline referral for cheating, and my parents will be notified.

Student signature

Date

Project Timeline

| DUE DATES | WHAT IS DUE? |
|-----------|---|
| | -Initial topic selection to Ms. Hardan by Friday, December 2, 2011. |
| | -Conduct preliminary research -Topic approval due Friday, December 2, 2011. -Submit a professional memo due Friday, December 9, 2011 |
| | -Annotated bibliography due Friday, December 16, 2011. -Research forms due Friday, December 16, 2011. |
| | -First rough draft of paper due Friday, January 13, 2012. -Second rough draft of paper due Friday, February 10, 2012. -Final paper due Friday, February 24, 2012. |
| | -Finish oral presentation due Friday, March 9, 2012. -Rough draft of PowerPoint due Friday, March 9, 2012. |
| | - Practice presentations: class presentation due Friday, March 9, 2012. -Final PowerPoint Due Friday, March 16, 2012. -Final practice and polishing of delivery March 20-22, 2012 in class. |
| | -Presentations Wednesday, March 21 and Thursday March 22, 2012. |

Proposal Memo

Rimrock Junior Senior High School

Memo

To: (Type Ms. Hardan's name)

From: (type your name) (hand-write your initials after you have completed and printed the memo)

CC: (Type Mr. Harper's name and Mr. Tate's name if you're in Selected Problems)

Date: (Type the date)

Re: (Your topic)

Body of the memo

Paragraph 1: Explain what the health related topic is that you will be researching and why you are interested in the topic.

Paragraph 2: Explain the issues with this topic. Who is affected by this issue? What types of research has been conducted?

Paragraph 3: Explain why this is a valid topic for research. Does this affect you or a family member personally? Has it been in the news? Is this a well-known issue?

Paragraph 4: What personal interests do you have regarding this issue? Are you interested because of a loved-one's affliction? Do you suffer from the issue? Do you simply have a curiosity toward the disease?

Paragraph 5: What is your viewpoint toward your subject right now?

Sincerely

(space down and type your name here)

Source Requirements

YOU NEED AT LEAST 5 SOURCES FOR THE SENIOR PROJECT

- 2 graphs and/or charts
- Use www.lili.org to help start your search
- Three sources must be from the following:
 - .edu
 - .org
 - .gov
- All (.com) websites **MUST BE APPROVED** by Ms. Hardan

DIRECTIONS FOR ACCESSING DATABASES

- Go to the LILI website.
 - www.lili.org
- Go to the “Search For Articles Now” section.
- Type in keywords for your topic.
 - i.e., If searching for breast cancer, “breast cancer,” or “breast cancer treatment” will yield many results.

YOU CAN ACCESS THESE DATABASES FROM HOME

- Go to www.lili.org
- The website may ask you to verify that you are an Idaho resident.
 - It asks for zip code and city name.
- Be sure to record where you got your information!

Website Validation

(How to know if you should use a website)

- URL Address: _____
- Who is the author/organization of the site?
- What makes the author qualified to have a website? **What credentials does the author have?**
- How can you reach the author/organization if you need to (email, address, phone, etc.)? Write the information here:
- What sources does the site have for where they got their information? What links does the website provide to verify the information on the site?
- Is the site error free?
- When was the site last updated? (use this date for copyright if you cannot find one)
- What is the publication or copyright date?
- Is the website biased? What is the bias?
- Is the website something like Answers.com or Wikipedia where anyone can add information? (It should NOT be.)

EVERY question must have an answer in order for the site to be validated.

IS THE SITE VALIDATED?

YES _____ NO _____

Sample Research Form

(You need one of these for EACH of your sources)

Student's Name _____

CITING A WEB PAGE (APA Style)

Author Last name, First initial (if given).(Yr, Mo Day). "Article title." *Website title (italicized)*. Retrieved from URL (web address, recommended if the rest of the citation is not complete).

Example:

Hardan, M. (2010, December 7). "Young Man Dies In Car Wreck." *Idaho Statesman*. Retrieved from <http://IdahoStatesman.com>.

Author's Last Name _____,

Author or Editor's First Name initial _____.

Title of Article (or name of the individual webpage)
" _____."

Title of Website (*italicized*)
_____.

Date of Publication (YYYY Mo. Day) _____.

Publishing Institution (organization that sponsors this website)
_____.

**URL(web address, recommended if the rest of the citation is not complete)
Retrieved from _____.

| Key Words | Cornell Notes |
|-----------------|---|
| Topic Titles | Use this space to take notes IN YOUR OWN WORDS about the information that you have found. |
| New Topic title | Be sure to remember to quote direct quotes and to copy direct quotes exactly! |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Graphical Support

You are expected to find **TWO** graphics (graphs, charts, political cartoons, etc.) that relate to your topic. Copy and paste the graphics into your paper and Power Point (one graph per slide). A complete explanation of how each graphic related to the healthcare topic will be included in your paper; you will explain the connection during your presentation. Make sure you completely understand what each graph/chart means, because your committee panel may ask you questions.

1. Interpretation of the first graph/chart.

2. Source of the first graph/chart.

3. Interpretation of the second graph/chart.

4. Source of the second graph/chart.

**Print out both graphs/charts and staple them to this page
and TURN IT IN.**

Setting Up the Technical Proposal Paper

- Go to www.classjump.com/mandyhardan
- Click on English 12
- Go to November 29, 2011
- Click on **APA template**
- Click “Open”
- Go to “File” on the Word menu
- Click “Save As”
- Select the I Drive with your student name on it (for example, mine would be “Mandy Hardan”)
- Select “Word 2004-2007” in the format bar to ensure compatibility
- In the “Save As” bar, save as your last name, space first name SP (For example, my file name would be : *Hardan Mandy SP*)
- Go through and change your title page to match your paper by retyping over the title page’s information.
- Click on the headers and change the information.
- Begin typing in area given to you for your body paragraphs!
- Your paper is now formatted correctly!

Be sure to hit save after every major step, sentence, paragraph, etc!

Sections of the paper

ABSTRACT

- This is the last piece of your paper; do not write the abstract until you are finished with your paper.
- Copy and paste the first sentence from your paper that starts with “The purpose of this paper...”
- Find a supporting sentence from the history/background section; copy and paste
- Find a supporting sentence from the current situation section; copy and paste
- Copy and paste the sentence that states your conclusion
- After you copy and paste each of these sentences, you will sum up the sections briefly.
- *The abstract is no longer than 120 words*

HEALTH ISSUE AND EXPLANATION

- State the purpose of your paper: *The purpose of my paper is to research...*
- State the health issue (disease, policy, etc.) including the complications it may cause (lack of health insurance, symptoms and progression, etc.)
- Identify medical researchers, lawmakers and/or agencies that are associated with this issue
- Explain the key points of the issue including definition of terms, symptoms, organizations, etc.

HISTORY/BACKGROUND

- Discuss the **history of the issue**: What is the health issue? When did it first begin to be recognized as a major issue? Which doctors, researchers, or lawmakers are involved? When did research or action begin to take place?
- Make sure this section **thoroughly** traces the history of this topic, not the current situation.

CURRENT SITUATION

- Explain the current situation.
- If this is a health condition or disease:
 - Explain the symptoms, current treatment, mortality rates, cure rates, etc.
- If this is a health policy that is political or ethical (is it a political issue, like health insurance)
- Explain the side that you are taking objectively (without using “me,” “I,” etc.)

DIFFERING VIEWPOINTS

- Objectively explain and analyze two or more viewpoints: Who supports the policy and why? Who opposes the policy and why?
- **Compare and contrast** viewpoints.

RECOMMENDATION

- Use research to support your recommendation concerning your topic.
- How does the recommendation address the current situation?
- Is the recommendation **politically, ethically, and economically feasible?**

The first rough draft of your paper is due _____.

Your second rough draft is due _____.

Your final paper is due _____. Late papers will receive a **MAXIMUM OF 75%**.

Senior Project Paper Checklist

As you correct and revise your paper, make sure:

- Any information that is not your own is properly documented
- What is documented in the paper is listed in the References page
- Each source in the References page has a corresponding citation in the paper
- Blocked quotes (over 40 words) are properly documented
- Direct quotes under 41 words have quotation marks and proper documentation
- The paper has *at least* one graph or chart (you need two for full credit)
- Graphs are explained fully, labeled, and connected to your research
- Graphs and charts are documented
- Numerals are not used at the beginning of a sentence
- No sentence begins with “So” or “Well”
- Any red or green lines (courtesy of Word) in the paper are checked and corrected as needed
- Any lines with check marks in the margin (my editing) have been corrected as needed
- Sufficient data supports your paper
- All parts of the paper are properly set up
- The text in each section is aligned left; paragraphs are indented

When you have checked off all of the above, turn in your corrected paper WITH the paper I returned to you, the old grading sheet, and your drafts and research materials.

- ✓ In addition, you must email a copy of your paper to mhardan@sd365.us.

PowerPoint Rules and Hints

After viewing “Death by PowerPoint” answer the following questions.

1. What should a good background look like?
2. What size should the font be?
3. What color should the font be?
4. What font styles are best?
5. What are the font do's?
6. What are the font don'ts?
7. How could the font be used to help make the presentation stronger and more appealing?
8. What is a good use of pictures and graphics?
9. How should sound be used?
10. What is the 7x7 rule?

Power Point Specifics

Suggested Order and Number of Slides
You may have more slides, but must have a minimum of 14

| | |
|--------------|--|
| Slide 1 | -Title of project -Student name -Year |
| Slide 2 | - State the topic-including the main source of information; briefly summarize key points |
| Slide 3 | -Introduction/hook the audience -May use a personal story or one you find |
| Slides 4-6 | - Three slides of history and background of the issue |
| Slide 7 | -Current situation |
| Slides 8-9 | -Viewpoints (one per slide)—include their opinion -Discuss the similarities and differences |
| Slides 10-11 | -Graphs and charts (one per slide)-WITH documentation |
| Slide 12-13 | -Recommendation -Outline your reasoning behind your recommendation |
| Slide 14 | -Conclusion Slide—restate the main points of the presentation and your recommendation |

Printing an outline of your presentation:

1. Under “File,” click on “Print” to pull up the print screen.
2. If in the computer lab, select printer “RRHP345”
3. There is a prompt that says “Print Full Page Slides”
4. Click on the drop-down, and select “6 slides vertical”
5. Then choose “gray scale” under “color”
6. Click on “Print One Sided,” and click on the drop-down
7. Select “Print on Both Sides”
8. Click on “Print.”

Dress Guidelines

NONE OF THE 3 B's!

| Guidelines for guys | Guidelines for girls |
|---|--|
| Collared, button-up shirt and tie—NO EXCEPTIONS | Professional shoes |
| No tennis shoes, flip-flops, or sandals | No strappy heels, flip-flops, or sandals |
| Suggested pants—Dickies, khakis, Dockers | No short skirts/shorts |
| Shirt tucked in | School appropriate, sleeved shirts |
| Belt | |
| No jeans | No jeans |
| No holes, stains, or frays in pants | No holes, stains, or frays in pants |
| No baggy pants | No baggy pants |
| No tee-shirts or sweatshirts | No tee-shirts or sweatshirts |

Grooming Guidelines

- Shower
- Use deodorant
- Wash hair
- Hair should be neatly fixed and out of face
- Wear no cologne or perfume
- Keep make-up light and natural
- Shave/groom facial hair
- Wear little to no jewelry
- Take piercings out (exception: one pair of simple earrings for girls only)
- Cover tattoos

Senior Project Research Rubric (200 points possible)

Student Name: _____

| Required Components | Performance Level | | | | Score | |
|--|---|--|---|---|-------|--|
| | Advanced | Proficient | Basic | Below Basic (0 represents missing components) | | |
| | | | | | | |
| Topic Selection: -topic is recognized as a relevant, contemporary health issue -topic selected is realistic based on the scope of the senior project requirements (researchable and manageable) | -Matches both components listed -Topic selection demonstrates thoughtfulness and maturity | -Matches both components listed | -Matches 1 of 2 components listed | -Topic selected but matches none of the components | 10 | |
| Research Proposal: -Purpose (topic) for research is identified -Problem statement explains the need for research -Procedure for research is identified | -Thoroughly and concisely covers all three components | -Covers all three components | -Some components missing or not covered | -Most components not covered | 15 | |
| Research Proposal Memo Format: -Proposal is formatted correctly | -Proposal is formatted correctly. | -Proposal has 1-2 errors in format | -Proposal has 3-4 errors in format | -Multiple errors in formatting show a lack of understanding of correct format | 20 | |
| Initial Research as demonstrated through the Annotated Bibliography—Content: -Multiple types -Explains key points of health issue -Describes historical background -Explains current situation -Identifies differing points of view -Quantity (minimum 5) -Relevance -Credibility | -All content components of the annotated bibliography are covered -Demonstrated thorough understanding and application of all components | -All content components of the new annotated bibliography are covered | -Some components missing or incorrectly formatted or cited -Demonstrated ability to summarize | -Most components are missing or incorrectly formatted or cited -Demonstrated little ability to summarize | 35 | |
| Annotated Bibliography—Format (Preliminary Research): -Correct annotated bibliography format -Correct citation for source -Summary of information | -All components of the annotated bibliography are correctly formatted and cited -Consistently demonstrated ability to summarize | -Most components of the annotated bibliography are correctly formatted and cited -Demonstrates ability to summarize | -Some components missing or incorrectly formatted or cited -Demonstrates some ability to summarize | -Most components missing or incorrectly formatted or cited -Demonstrates little ability to summarize | 40 | |
| Note taking-Content: -Explanation of health topic -Describes historical background -Explains current situation (effects, outcomes, changing factors) -Identifies 2 or more differing viewpoints in an objective manner -Identifies recommendation supported by research Notes include graphical support | -Notes clearly demonstrate thoroughness in all areas | -Notes cover all areas | -Some notes are incomplete or areas missed | -Notes are incomplete and many areas not covered | 40 | |
| Note taking-Format: -Sources identified -Shows a variety of sources -Distinguishes between direct quotations, summaries, and paraphrases | -All note taking components are covered | -Most note taking components are covered with few formatting errors | -Some components missing or have multiple formatting errors | -Most components are missing or incorrect | 40 | |
| Total Score | | | | | | |

Senior Project Paper Rubric (200 points possible)

Student Name: _____

| Required Components | Performance Level | | | | Score | |
|---|---|---|--|---|-------|--|
| | Advanced 4 | Proficient 3 | Basic 2 | Below Basic 1 (0 represents missing criteria) | | |
| | | | | | | |
| Title Page and General Page Formatting: -Title page in APA format includes correct information -1-inch margins on all sides -Paper is double-spaced -Pages numbered consecutively and include an abbreviated title | -0-1 errors | -No more than 2 errors or repeated patterns of errors | -3 or more errors or repeated patterns of errors | -Information and formatting requirements ignored or inaccurate | 1 | |
| Abstract: -100 to 150 word summary of content | -Succinct and complete summary | -Completely summarizes content -Slightly over the word limit | -Incomplete or disorganized summary -Exceeds word limit | -Summary does not reflect content -Exceeds word limit | 1 | |
| Health Issue Identification & Explanation: -Explains key points of the issue | -Precise explanation of current policy | -Competent explanation of current issue | -Incomplete or superficial explanation of current issue | -Unclear explanation of current issue | 1 | |
| Health Issue History/Background: -Traces the history of the health issue -Explains what is happening that makes the issue important today -Includes the importance of information and research -Explains the issue fully (symptoms, etc., if it's a disease; political and social issues if it has to do with legislation) | -Engaging and focused explanation of key factors of history/background | -Sufficient explanation of key factors of the history/background | -Incomplete or superficial explanation of key factors of the history/background | -Little or unclear explanation of key factors of history background issue | 2 | |
| Current Situation: -Explains current health issue situation including effects/outcomes -Identifies and analyzes factors that impact the issue -Analyzes and explains data used to support current situation | -Thorough explanation of current issue's situation including effects/outcomes -Thorough explanation of changing factors -Thorough data analysis and explanation | -Sufficient explanation of current issue's situation including effects/outcomes -Sufficient explanation of changing factors -Sufficient analysis and explanation of issue | -Insufficient explanation of current issue's situation, the effects and/or outcomes -Explanation of changing factors lacks development -Data analysis and explanation lack development | -Explanation of current health issue situation is confusing or missing -Explanation of changing factors lacks development -Data analysis and explanation lack development | 2 | |
| Differing Viewpoints: -Explains and analyzes 2 or more viewpoints objectively -Compares and contrast viewpoints | -Thorough, objective explanation and analysis of viewpoints -Well-developed and well-organized comparison/contrast | -Objective explanation and analysis of viewpoints -Sufficiently developed and organized comparison/contrast | -Explanation and analysis of viewpoints lacks objectivity or is superficial -Comparison/contrast is inconsistent, needing more development, or stronger organization | -Includes only 1 viewpoint -Explanation and analysis is insufficient or confusing -Comparison/contrast is insufficient, confusing, or missing | 2 | |
| Recommendation: -Explains recommendation supported by valid research -Addresses medical feasibility and/or -Addresses political feasibility -Addresses economic feasibility | -Thorough explanation of recommendation logically built upon valid research -Writing explicitly addresses political, medical, and economic feasibility | -Sufficient explanation of recommendation built upon research -Writing weakly addresses political, medical, or economic feasibility | -Insufficient explanation of recommendation built upon research -Writing weakly addresses political or economic feasibility | -Explanation of recommendation is confusing, missing or built upon invalid research -Does not address political, medical, or economic feasibility | 2 | |
| Graphic Support: -Supports paper content -Is legible and integrated into the text -Relevance of graphic support is explained | -Directly supports paper content -Is legible and integrated into the text -Thorough explanation of graphic support | -Directly supports paper content -Is legible and integrated into the text -Sufficient explanation of graphic support | -Is related to paper content -Is legible but not integrated into the text -Insufficient explanation of graphic support | -Is unrelated to paper content -Graphic support is not legible and not integrated into the text -No explanation of graphic support | 1 | |
| Internal Citation: -Accurate APA internal citation including graphical support Note: Papers without internal citation will not be scored and sent back for revision. | -Accurate APA citation content/format | -Minimal errors in APA citation content/format -No more than 2 internal citations are missing | -Multiple errors in APA citation content/format -A few internal citations are missing | -Demonstrated little or no understanding of APA citation -Some internal citations are missing | 1 | |
| Reference Page: -Correct APA formatting -Only sources cited in the paper are listed Note: Papers without a reference page will not be scored and sent back for revision | -Accurate APA citation -Matches all internal citations | -Minimal errors in APA format (pattern of error) -Matches most internal citations | -Multiple errors in APA format -Matches some internal citations | -Demonstrated little or no understanding of APA format -Matches few internal citations | 1 | |
| Voice and Word Choice: -Voice should be expository tone and free from bias | -Voice is consistently professional -Word choice is mature, precise, and appropriate to topic and audience | -Voice is consistently professional -Word choice is appropriate to topic and audience | -Inconsistent professional voice -Some inaccurate or inappropriate word choices | -Little or no professional voice -Multiple word choice errors that interfere with audience comprehension | 1 | |
| Sentence fluency and Conventions | -Masterful sentence structure and conventions enhance audience comprehension -Few, if any, sentence or convention errors | -Sentence structure and conventions occasionally enhance audience comprehension -Sentence or convention errors rarely interfere with audience comprehension | -Sentence structure and use of conventions is inconsistent -Errors in sentence fluency and conventions occasionally interfere with audience comprehension | -Sentence structure and use of conventions are ineffective or confusing -Errors in sentence fluency and conventions interfere with audience comprehension | 1 | |

Papers must be submitted electronically to Ms. Hardan at mhardan@sd365.us before scoring.

TOTAL SCORE (of 64)

Senior Project PowerPoint Rubric

Student Name:

| Required Components | Performance Level | | | | | Weight | Score |
|---|---|---|--|---|-----|--------|-------|
| | Advanced (10-9) | Proficient (8-7) | Basic (6) | Below Basic (5) (0 represents missing components) | | | |
| Mechanics | -The text is clearly written with no errors in grammar, capitalization, punctuation, and spelling. | -The text is clearly written with little or no editing required for grammar, punctuation, and spelling. | -Spelling, punctuation, and grammar errors distract or impair readability. -3 or more errors | -Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distracts the reader and major editing and revision is required. -5 or more errors | 1 | | |
| Text Elements | -The fonts are easy-to-read and point size varies appropriately for headings and text. -Use of italics, bold, and indentations enhances readability. -Text is appropriate in length. -The background and colors enhance the readability of the text. | -Overall the fonts are easy-to-read. -In a few places the use of fonts, italics, bold, color, busy backgrounds or long paragraphs detracts and does not enhance readability. | -Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of old or lack of appropriate indentations of text. -Animation and/or sounds are distracting. | -The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting. -Animation and/or sounds are distracting or used too much. | 1.5 | | |
| Layout | -The layout is visually pleasing and contributes to the overall message with affective use of headings, subheadings, and white space. | -The layout is visually pleasing and appropriately uses headings, subheadings, and white space. | -The layout shows some structure, but appears cluttered and busy, has too much white space or uses a distracting background. | -The layout is cluttered, confusing, and does not use spacing, headings, and subheadings to enhance the readability. | 1.5 | | |
| Media Elements | -The media elements assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Images are proper size and resolution. -There is a consistent visual theme. | -The media elements visually depict material and assist the audience in understanding the flow of information or content. -Images are proper size and resolution. | -Some media elements seem unrelated to the topic/theme and do not enhance the overall concepts. -Images are too large/small in size. -Images are poorly cropped or the color/resolution is fuzzy or pixilated. | -The media elements are unrelated to the content. -Media elements do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content. | 1.5 | | |
| Organization | -The sequence of ideas and supporting information is logical and progresses smoothly from one idea to the next. | -The sequence of ideas and supporting information is logical. | -The sequence of ideas and supporting information is somewhat logical. | -The sequence of ideas and supporting information is not logical. | 1.5 | | |
| Citations | -Sources of information, photos and graphics are properly cited. | -Most sources of information, photos and graphics are properly cited. | -Sometimes copyright guidelines are followed. -Some information, photos, and graphics are not properly cited. | -Sources of information, photos and graphics are not properly cited. | 1 | | |
| Key Components: -Introduction -Issue Identification and Explanation -Issue History and Background -Current Situation (including data) -Differing Viewpoints -Issue Recommendation -Graphical support -Conclusion | -All Key components are covered thoroughly. | -All key components are covered. | -Some key components are missing or not complete. | -Most key components are missing or incomplete. | | | |
| | | | | | | /100 | |

Senior Project Oral Presentation Rubric (Knowledge of Content)

Student name:

| Required Components | Advanced 4 | Proficient 3 | Basic 2 | Below Basic 1 | Score |
|--|---|--|--|---|-------|
| Introduction: Policy identification, history/background of issue, purpose of speaking & influence politicians or medical personnel | -Engaging, precise, and thorough explanation of health issue -Thorough coverage of key factors of history/background | -Adequate explanation of health issue -Thorough coverage of key factors of history/background | -Incomplete or superficial explanation of health issue -Incomplete or superficial explanation of history/background | -Little or no explanation of health issue -Little or no explanation of key factors of history/background | |
| Current Situation: Effects and outcomes supported with accurate data (graphs, statistics, etc.) | -Current situation is clearly identified and supported with data -Effects and outcomes are explained and analyzed | -Current situation is identified and supported with data -Effects and outcomes are explained | -Current situation is identified but not supported with data -Effects and outcomes are minimally identified | -Current situation is not identified or supported with data -Effects and outcomes are not explained | |
| Differing viewpoints: Analyze two or more points of view, compare and contrast each | -Differing points of view are clearly identified, explained, compared, and contrasted | -Differing points of view are identified and explained, compared and contrasted | -Differing points of view are limited or superficially explained, and compared, OR contrasted | -Differing points of view are not identified or explained | |
| Recommendations: Recommend changes to current issue | -Recommendation is thoroughly explained and well-supported with evidence -Addresses economic feasibility thoroughly | -Recommendation is explained and supported with evidence -Addresses economic feasibility | -Recommendation is not thoroughly explained and/or minimally supported with evidence -Weakly addresses economic feasibility | -Recommendation is unclear, shows a lack of understanding of the health issue | |
| Conclusion: Presentation summary statements | -Highly engaging conclusion summarizes key points and restates issue recommendation | -Conclusion summarizes key points and restates issue recommendation | -Conclusion inadequately highlights key points | -Conclusion weak or no conclusion given | |
| Organization: Clear, logical flow; transitions | -Clear, logical, and exceptionally enhances the flow of speech -Consistent, skilled use of transitions | -Clear, logical and flows well -Consistent use of transitions | -Breaks in clarity, logic, and/or flow -Little or no use of transitions | -Frequent breaks in clarity, logic, and/or flow -NO transitions | |
| Question and Answer: Asks the audience for questions and answers knowledgeably | -Questions are answered knowledgeably | -Answer may show incomplete understanding | -Some questions cannot be answered | -MOST questions cannot be answered | |
| <p>Standard: Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.</p> <p>Standard: Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p> | | | | | /28 |

Senior Project Oral Presentation Rubric (Delivery of Content)

Student Name: _____

| | Advanced 4 | Proficient 3 | Basic 2 | Below Basic 1 | Weight | Score |
|---|--|--|--|--|--------|-------|
| Visual Delivery: Posture, Stance, gestures, facial expressions, eye contact, attire | - Poised, confident stance -Variety of deliberate gestures -Facial expressions consistently compliment presentation content - Consistently makes eye contact with entire audience - Professional attire | - Straight posture with feet planted - Deliberate gestures - Most facial expressions compliment presentation content -Frequently makes eye contact with entire audience - Professional attire | - Overly relaxed or rigid stance -no gestures or nervous stares - Rigid or nervous facial expressions - Some breaks in eye contact or focuses on just one or two people in audience - Casual attire | - Excessive movement - Distracting gestures such as fidgeting, grooming or playing with clothes -Facial expressions do not support presentation content -Makes little or no eye contact -Unprofessional attire | 2 | |
| Verbal Delivery I: Pronunciation, articulation, use of language | -Pronunciation and articulation are consistently precise - Consistent, accurate, and appropriate use of English | -Pronunciation and articulation are frequently precise - Mostly accurate and appropriate use of English | -Pronunciation and articulation are sometimes inaccurate -Some English language errors | -Pronunciation and articulation are frequently inaccurate - Frequent use of English language errors | 2 | |
| Verbal Delivery II: Pitch/tone, rate, pause, notes, rehearsal | -Volume projects consistently well - Appropriate, expressive tone and inflection - Well-paced, conversational rate -Use of pause compliments the presentation - Rarely reads from note cards -Is well-rehearsed | -Volume projects well - Expressive tone and reflection - Appropriate speaking rate -Pause utilized to mark transitions between ideas - Occasionally reads from note cards -Is rehearsed | - Inconsistent volume - Occasionally expressive tone and inflection -Delivered at a fast rate - Some unplanned distracting pauses; (um, uh, like, and, etc.) - Frequently reads from note cards -Is minimally rehearsed | -Volume is too low - Minimal expressive tone and inflection -Delivered at a fast, nervous pace - Frequent unplanned distracting fillers (um, uh, like, and, etc.) - Reads majority of speech from note cards -Is minimally or not rehearsed | 2 | |
| Integration of PowerPoint Flow, purpose, and function | - Smoothly integrates the PowerPoint into the presentation -Consistently supports speech content | - Integrates the PowerPoint into the presentation - Supports speech content | - Occasionally integrates the PowerPoint or sometimes reads slides to the audience -Occasionally disconnected to speech content | - Fails to integrate PowerPoint, or frequently reads slides to the audience - Frequently disconnected to speech content | 1 | |

Standard: Analyze the occasion and the interest of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentation.

Standard: Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.

Standard: Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

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