



GZ-40πZ00

Letter of Introduction to the Judges

The purpose of the Letter of Introduction to the Judges provides information to the judges that may not be evident through the presentation. The judges will read the letter just before the Senior Boards begin.

The following information must be included in the letter:

- **Paragraph One:** Reflections/thoughts on your education and/or personal background
- **Paragraph Two:** Your project selection process, paper, and fieldwork
- **Paragraph Three:** Evaluation of your “learning stretch,” paper, and fieldwork
- **Paragraph Four:** Reflections/thoughts on your project, paper, and fieldwork
- **Paragraph Five:** Thank you to the judges for taking the time to be there and for supporting the seniors with their projects

The letter should have some length and substance. As you write, set the tone with a description of a situation or event that made you choose the particular topic. Bring in personal information if you can do so smoothly.

Reminders:

- Remember to begin with words other than “I.”
- Keep your audience in mind.
- Keep each paragraph focused on one idea.
- Do not use empty words like “things,” “a lot,” “you,” and “your.” Find the exact word and use active verbs to “liven up” your writing.
- Watch the punctuation.
- Use the proper block letter format.

Letter of Introduction to the Judges Rubric

Exceeds Standard Distinguished	Achieves Standard Proficient	Below Standard	Unacceptable
Revisions Required			
FORMAT (30%)			
<ul style="list-style-type: none"> • Block style letter format is followed explicitly • Writer's voice is consistently evident • Writer consistently uses formal, concise language • Sentence structure is consistently polished • Mechanical and typo-graphical errors are rare • Correct greeting and salutation are used 	<ul style="list-style-type: none"> • Block style letter format contains minor errors • Writer's voice is frequently evident • Writer frequently uses formal, concise language • Sentence structure is usually polished • Few mechanical and typographical errors are present; none distract readers from the writer's ideas • Correct greeting and salutation are used 	<ul style="list-style-type: none"> • Block style letter format contains frequent and/or major errors • Writer's voice is infrequently evident • Writer infrequently uses formal, concise language • Sentence structure is sometimes polished • Mechanical and typographical errors are frequent and/or intrusive • Incorrect greeting and salutation are used • Little evidence of editing is present. 	Comments:
CONTENT (70%)			
<ul style="list-style-type: none"> • Education and personal information enhances the reader's understanding of the proposals. • Articulates clear and concise information on project selection process • Articulates clear and concise information on learning stretch • Articulates clear and concise information on reflections and thoughts on project • Articulates clear and concise thanks to the judges • Conclusion effectively brings closure to the letter. • Letter contains 5 content paragraphs. 	<ul style="list-style-type: none"> • Education and personal information assists the reader's understanding of the proposals. • Articulates clear information on project selection process • Articulates clear information on learning stretch • Articulates clear information on reflections and thoughts on project • Articulates clear and concise thanks to the judges • Conclusion adequately brings closure to the letter. • Letter contains fewer than 5 content paragraphs 	<ul style="list-style-type: none"> • Education and personal information does not assist the reader's understanding of the proposal. • Does not articulate clear information project selection process • Does not articulate a clear learning stretch • Does not articulate a clear information on reflections and thoughts on project • Does not articulate a clear thanks to the judges • Conclusion does not adequately bring closure to the letter. 	<p>If any item is checked off in this column, the Letter of Introduction to judges is considered "Below Standard."</p> <p>Letter does not include the following:</p> <ul style="list-style-type: none"> • Education and personal information • .Project selection process • Learning stretch • Reflections and thoughts • Thank you to the judges • Block style format Information is included that is not relevant to the assignment

Conventions & Style = ____ Content = ____ Final Grade = ____

Yes Test for the Portfolio

The first opportunity to make a good impression on the Senior Board judges is through your Senior Project Portfolio. Presenting yourself in the best light possible is important. Your portfolio **must** be proficient for you to be eligible to present at Senior Boards. To reach proficiency on your portfolio, all required items must be included and you must have been graded "proficient" on the assignments listed in bold. Pages should be in the required order and typed. The portfolio should have no bent, crumpled, torn or soiled pages. Every page should be in a plastic page protector. Your teacher will use this list to determine if you have met all the criteria. **To ensure success, do a self-assessment using this yes test prior to submitting your portfolio.**

Yes No

- Personalized Cover/Sign of Commitment
- Table Of Contents
- Letter Of Introduction to the Judges
- Senior Project Proposal/Time /Cost Analysis
- Community Mentor Agreement Letter
- Senior Project Proposal Parent/Guardian Consent Form
- Ethical Statement
- Final Approved Research Paper Including Works Cited Page
- Mentoring Time Logs
- Visuals or Graphics Showing Project Progress With Explanatory Captions
- Planning Process Reflection
- Research Paper Reflection
- Fieldwork Reflection
- Pages Are Not Bent, Crumpled, Torn or Soiled
- Binder Is Not Tattered or Soiled
- Pages Are in Order

Senior Project Final Reflection—Minimum 6 Paragraphs

The Senior Project Reflections are part record and part sounding board. They are designed to:

- allow you and your teacher to realize the thought, effort, struggle, and learning that has gone into the elements of your project.
- reflect your creativity, problem-solving ability, and organizational skills.
- serve as a part of your portfolio that permits the judges to share your unique experience while completing the project.
- All reflections should be typed in a plain text 12 point font, double spaced, with no mechanical or typographical errors.
- The following heading should be used on all reflections: **name, teacher name, course name, and date.**
- Please proofread your reflection before you hand it in.
- Title each reflection appropriately, Planning Reflection, Research Thesis Reflection, Project and Fieldwork Reflection, and Self-Evaluation Reflection. In essay format, please address the following questions:

Waimea High School Senior Project Self-Evaluation Reflection

This is your final reflection, a summative reflection and self-evaluation of your entire Senior Project experience. As such, this reflection will be longer than the others because it is more detailed.

Introductory Paragraph

- Briefly describe your Senior Project (include your overall topic, mentor and fieldwork, research paper topic, and your product). Include the dates when you started and completed your product, the estimated number of hours you spent creating the product, the total number of mentor hours, and the names of any people who provided assistance when you were making the product.

Body Paragraphs

Choose at least one question/prompt from each category to answer thoughtfully.

First Body Paragraph:

I. How has this project changed/impacted you?

- Explain how completing the product has prepared you for next year as well as for future years.
- Describe a key moment when your understanding of the project changed.
- Very specifically describe how the project has stretched you emotionally, intellectually and/or physically.

Second Body Paragraph:

II. What changes would you make? What problems did you encounter?

- If given the opportunity to re-do your project, what changes/additions/subtractions would you make?
- Describe what problems you encountered in completing the project and how you solved them.
- Did your product turn out the way you planned? If not, why? If yes, elaborate on the specific factors that led to the success of your product.

Third Body Paragraph:

III. Self-Satisfaction/Sense of Accomplishment

- Describe the time you felt the most satisfaction in the process of completing your project.
- Which part of the assignment did you enjoy the most?
- What is the most important skill you have acquired during the senior project?

Fourth Body Paragraph

: IV. You may develop a response on the following item or choose one of the bulleted items that you did not respond to above.

- Please relate any additional information about your product or experience that you would like the reader to know.

Conclusion:

Describe the most important and/or lasting effect the Senior Project experience has had on you.

Please copy the following statement and sign in ink at the conclusion of your self-evaluation journal entry.

On my honor and to the best of my knowledge, all of the information above is accurate and true.

Student signature Date

Reflection Rubric

	Exceeds	Achieves	Below
	Meets all project criteria correctly	Meets most project criteria correctly	Does not meet project criteria, and/or the task has incorrect information
Assignment/Task Requirements	<ul style="list-style-type: none"> • Content demonstrates/exhibits supporting evidence, understanding, analysis, and synthesis • Vocabulary specific to discipline is used • Knowledge of assignment guidelines is demonstrated • Reflection demonstrates the student's insights and thoughtfulness about his/her learning and process • Content is always clear, concise, relevant, and accurate with a logical progression of ideas and supporting information that comes from the student's own experience. • Analysis and conclusion are based on reflective assessment • Ideas are sophisticated, substantial, and well-developed. • Displays a strong use of communication conventions. • Grammar and usage are correct and contribute to the clarity and style. • Content always meets the requirements of the task 	<ul style="list-style-type: none"> • Content is mostly clear, concise, relevant, and accurate with a logical progression of ideas and supporting information that comes from the student's own experience. • Analysis and conclusion may not always be based on reflective assessment. • Ideas are sufficient and developed. • Displays good use of communication conventions. • Grammar and usage are correct for the most part and any errors do not hinder the clarity and style. • Content occasionally may lack a clear connection to the requirements of the task. 	<ul style="list-style-type: none"> • Content is vague, often inaccurate, and lacks a logical progression of ideas and supporting information. • Analysis and conclusion are not evident. • Ideas are scattered and need developing. • Does not use good communication conventions. • Grammar and usage. Reads like a series of answers to questions • Content is insufficient and does not meet the requirements of the task

Gift of Thanks

When I write a letter, I'm forced to shine my shoes and capture my experiences in the most accurate way possible for someone who's not present. It takes me a long time to write a letter. I want to write something very beautiful to give as a gift, the way an artist would give a sketch. Sandra Cisneros, Pulitzer Prize winner

Due to persistence, skill and willingness to work, you have completed a portion of the Senior Project process. Along the way there have been individuals who may have helped you by offering sound advice, sharing information, helping you edit, praising your efforts, aiding in problem solving, gathering last minute materials, voicing words of encouragement or generally just being there for you. Making time to thank those who have been helpful is the right thing to do. This assignment coaches you on how to write a personalized thank-you note to someone who has helped you with your Senior Project. A well-written thank-you note demonstrates appreciation and recognition that this individual(s) shared the most valuable, nonrenewable resource he or she possesses, the use of his/ her time.

Creating a thoughtful thank-you note that is not only meaningful but personal takes reflection and preparation. It is a gift of thanks, so it must be carefully wrapped in just the right words. The best thank-you notes are personalized, written on nice stationery and are very specific in their content. They reflect heartfelt, genuine expressions of gratitude. The thank-you note format is very simple. Begin 'Dear...', include the date, and end with Sincerely, or ? Before writing your thank-you note, answer the following questions:

- List the people who have especially helped you.
 - Community Mentor
 - School Mentors
 - Family Members
 - Other Teachers

Your first priority and requirement is to write a thank you note to your community mentor.

Using your own paper draft your thank-you note. When you are satisfied, hand-write it and neatly address the envelope, add a stamp and mail your gift of thanks.

3. List 2-3 specific things this person did to help you:
4. Why was this help so appreciated by you?
5. How did this help make you feel? Why?

WORD CACHE: acknowledge, heartfelt, grateful, appreciate, thankful, inexpressible, helpful, kind, wonderful, sincere, respectful, genuine, caring, considerate, warmhearted, offered, shared, donated, generous, extended, exceptional, overwhelmed, indebted, uncommon

Resources:**Senior Project Resources**

East Providence High School, Providence, Rhode Island
Hilo High School, Hilo Hawaii
Kaiser High School, Honolulu, Hawaii
Narragansett High School, Narragansett, Rhode Island
Partnership for Dynamic Learning—2005 Edition
Southview High School, North Carolina

Writing

University of Hawaii, Hawaii Writing Project Honolulu, Hawaii
Writer's Inc.—A Handbook for Student Writers—available in the Language Arts classroom
Writing a Research Paper: A Step by Step Approach—available in the Special Education Language Arts Classrooms and ELL Classroom

Documentation:

EBSCO <http://search.epnet.com>
login: waimea
password: library

<http://owl.english.purdue.edu>

How to Write a Research Paper:

www.sadlierresearchpaper.com

Research Resources:

EBSCO <http://search.epnet.com>
login: waimea
password: library

DISCLAIMER

This handbook was written for the needs of the Waimea High School students. In some cases it was compiled from sources available and shared through individuals, workshops and/or the Internet. From the information shared and available through these sources free of charge, specific documents were rewritten and revised to meet the needs of our student population.

In no way is it the intent of Waimea High School to infringe on the copyright or publication rights of any particular company, organization or source for financial gain.

This handbook is intended to be as comprehensive and specific as possible, given the limitations of a handbook. In the course of the school year, necessary changes may occur, and it is the responsibility of every student to attend school/ class to learn of any necessary adjustments as they may occur.

The sole and explicit use of this handbook is for our SP Board, administrators, faculty, students and parents in preparation for Senior Project.

This WHS Senior Project Student Handbook was written and compiled by Waimea High School Language Arts Department, Title I Coordinator, Career Center Coordinator, ELL Teacher, and Special Education Resource Teacher.

Senior Project Aligned to Common Core State Standards and Hawaii State Standards

Research Thesis

CC.11-12.R.1.6 Craft and Structure: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CC.11-12.R.1.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.R.1.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.11-12.W.2.b Text Types and Purposes: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.11-12.W.2.c Text Types and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CC.11-12.W.2.d Text Types and Purposes: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.11-12.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.11-12.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CC.11-12.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Panel Presentation

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

SC.PS.1.3 Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data

Work with Community Mentor and School Mentor

CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Create a Product, Fieldwork

CTE.6.1.1 Develop a process to invent a product or procedure to meet a need or improve upon an existing technology

Sign of Commitment (Poster)

FA.9-12.1.1 Create original works of art using a variety of visual arts materials, techniques, and processes

Other Written Pieces (Letter to Judges, Personal Statement, Resume Reflections)

CC.11-12.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.11-12.W.2.b Text Types and Purposes: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.11-12.W.2.c Text Types and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CC.11-12.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CC.11-12.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.