

# MAGNET DISTINCTION SENIOR PROJECT HANDBOOK



Carolina High School and Academy  
Engineering and Health Professions

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Greenville, SC 29611  
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## Why do a Senior Project?

- *High Schools that Work* (a school reform initiative in which Carolina participates) believes a comprehensive, independent project should be an integral part of a student's senior year. It integrates knowledge, skills, and concepts from a student's program of study into one culminating project.
- A senior project:
  - requires the use of a mentor – an idea supported by the EEDA (Education and Economic Development Act) as well as successful business organizations and companies across the nation.
  - addresses many of the SCANS skills (Secretary of Labor's Commission on Achieving Necessary Skills) necessary for your workplace future.
  - involves learning to write for a variety of purposes.
  - portfolio could enhance your post-graduation opportunities in terms of competitive college admission, scholarships, and/or employment.
  - allows you to apply your knowledge and skills during self-directed learning.
  - can satisfy a student's personal interests and his/her general intellectual curiosity.
  - can allow the freedom to choose a project that benefits our community.



## Table of Contents

Overview of Senior Project	Page
Part I: Project Preliminaries .....	4
Ethical Commitment form .....	5
Policy on Academic Integrity .....	6
Overview and Due Dates .....	8
Rationale .....	9
Checklist for Proposal .....	10
Proposal form .....	11
Acceptance/Denial of Proposal form .....	12
Contacting your Mentor .....	13
Mentor Consent form .....	14
Parent Consent form for mentor .....	15
Part II: The Paper .....	16
Research Paper Overview .....	17
Part III: The Portfolio .....	18
Sample Letter to Reviewers .....	19
Sample Thank-You to Mentor .....	20
Portfolio Information .....	21
Portfolio Checklist .....	22
Phone Log .....	23
Journal Entry .....	24
Mentor Evaluation .....	25
Self-Reflection .....	26



# PART I: PROJECT PRELIMINARIES

**Carolina High School and Academy  
Magnet Distinction Senior Project  
Ethical Commitment**

As a participant in the Carolina Magnet Distinction Senior Project, *I pledge* to adhere to the following as a demonstration of my *honor and integrity*:

1. I understand that **I am responsible** for meeting all deadlines and completing all requirements.
2. **I, and I alone**, will complete the research necessary to write the research paper component of my project.
3. I will not use a paper and/or information gathered by another student. I will not use a “canned” paper from the Internet, any other electronic source, or any other “pre-done” source, or get extensive help from my mentor, parent or guardian, or tutor.
4. I will not plagiarize my paper in whole or in part. The paper will be written *in my words* and consistent with my voice as the writer.
5. I will document my paper according to MLA (Modern Language Association) format as shown in the most recent MLA style guide (online or hard copy).
6. **I, and I alone**, will complete all of the work necessary for the completion of the project which includes research and the portfolio.
7. I will collect accurate verifications on all forms requiring signatures.
8. I will include only work that I have completed in my portfolio. I will not include any work of any type that belongs to another individual. My Portfolio will reflect my work effort and only my work effort that I have exerted in completion of this Senior Project.
9. ***I understand that if I commit plagiarism or falsify the project in any way, my Magnet Distinction Award may be in jeopardy. I also understand that I may face disciplinary consequences.***

**Any act of plagiarism or academic thievery which includes submitting the work of another, either published or unpublished, or submitting work that is not your own creation, may disqualify you from receiving Magnet Distinction and will result in administrative disciplinary action. In addition, your parent/guardian and guidance counselor will be notified.**

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**As an honorable student of integrity at Carolina High School and Academy, I agree to adhere to the above criteria in completing my Senior Project. I understand that if I fail to adhere to these standards, I will face the consequences outlined here and in the Carolina High School and Academy Student Handbook.**

**Student Name (printed)** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

**(Submit one copy to Mrs. Booher. Retain one for your files/portfolio.)**

**Carolina High School and Academy  
Magnet Distinction Senior Project  
Policy on Academic Integrity**

From the Carolina High School and Academy 2011-12 Student Handbook:

*Copying the work of others and submitting it as one's own or securing or providing answers in a dishonest way is forbidden. Plagiarism from the Internet is included in this offense.*

**Avoiding Plagiarism**

The word plagiarism comes from the Latin *plagiarius* meaning kidnapper. It is “the false assumption of authorship; the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Gibaldi, 2003).

The line between our own ideas and those we get from other places is often fuzzy. High school and college teachers consider plagiarism the most serious academic offense, and ignorance is not an excuse. Both intentional and unintentional plagiarism violates your Academic Integrity (Ethical Commitment) and will result in severe consequences.

**Common Knowledge**

The rules about what constitutes common knowledge are often unclear. Many sources only consider facts to be common knowledge; other sources include common sayings and folklore in the body of common knowledge. Experts say if you can find the fact in three to five independent sources, the fact is considered common knowledge. It is best to take your audience into account—if the idea would not be common knowledge to your audience, be sure to cite your source. *When in doubt, cite your source.* If you have questions about common knowledge, ask a Media Specialist, an English teacher, or your mentor if the fact relates to an area of specific knowledge.

**Intentional vs. Unintentional Plagiarism**

Intentional or blatant forms of plagiarism—such as copying a classmate’s paper, copying word-for-word from a source, or downloading a paper from the internet—are quite obvious and easy to avoid. Unintentional, or inadvertent, plagiarism is more difficult to recognize. This form of plagiarism can result from laziness, disorganization, sloppy note-taking, cutting and pasting from electronic sources, or not understanding citation formats.

**The Internet**

The same rules apply to websites and online information as apply to print sources. If you use ideas from a website, you must cite your source. Unless visual information is in the public domain, all images, graphs, charts, etc., must be cited.

**In-text documentation**

Use in-text documentation to cite a source whenever you use an original idea from one of your sources, including your mentor, whether you quote or paraphrase; summarize original ideas from one of your sources; use factual information that is not common knowledge; quote directly from

a source; or use a date, fact or statistic that might be disputed. Likewise, all images, graphs, charts, tables and other visual information must be cited.

### **Paraphrasing**

To be sure that you paraphrase correctly, read the passage until you are sure you have a clear understanding of its meaning. Cover or look away from the original text and research paper (Lester 46). Write a note-card, note-sheet or some electronic note form in your own words based on your understanding of the original text. Remember to re-read the original text to make sure your paraphrase has not changed the original meaning.

Below are some examples of correct and incorrect paraphrasing from the Online Writing Lab at Purdue University:

#### **The original passage:**

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted material. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2<sup>nd</sup> ed. (1976) 46-47

#### **A legitimate paraphrase:**

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47)

#### **An acceptable summary:**

Students should take just a few notes in direct quotations from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

#### **A plagiarized version:**

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material so it is important to limit the amount of source material copied while taking notes.

*Copyright ©1995-2008 by The Writing Lab & The OWL at Purdue University. All rights reserved.  
<http://owl.english.purdue.edu/owl/resource/619/01/>*

### **Unauthorized Collaboration**

Collaboration means working with or receiving assistance from someone (a classmate, friend, parent, tutor, etc.). It is perfectly acceptable to have someone proofread your paper. However, it is NOT acceptable to let that person provide whole sentences or passages, or write, or rewrite your paper in part or in total.

# SENIOR PROJECT OVERVIEW— The Steps to Success

The ultimate purpose of a senior project is not the product, but the process a student goes through to get there.

## **Main Components:**

Research Paper  
Product\*  
Portfolio  
Showcase of Product & Portfolio (during late winter/early spring of senior year)

\*The product could be an original work of art (visual, dramatic, literary), an original science experiment, an invention or specially-designed object, the presentation of a developed business, management, or organizational plan for an entrepreneurial business or product, a special event, or a new student or community organization, a paid or unpaid internship, or extended volunteer activity. Multi-disciplinary projects are encouraged and may be undertaken by teams of two.

## **Deadlines:**

May 1 of Junior Year  
Ethical Commitment Form  
Project Topic Proposal Form  
Mentor Consent Form  
Parent Consent Form for Mentor

May 31 of Junior Year  
Final Approval of Project, if rewrite required

Work on project during summer between junior and senior years and into the fall of your senior year

End of 1<sup>st</sup> Semester of Senior Year  
Completed Project Portfolio Due with all required components

## **Grading:**

Projects will be given a Pass or Fail grade. A failing grade will be received if items are missing from the Portfolio, the Research Paper and/or Product is not completed, or plagiarism occurs. A committee of three people will review your work: your mentor, the Senior Project Coordinator, and a magnet focus instructor.

Any aspect of this packet can be copied/adapted as needed.

## Rationale for the Senior Project

You are offered the opportunity to practice these real-world skills:

1. Reading
2. Listening
3. Organizing
4. Managing time
5. Writing
6. Researching
7. Speaking
8. Analyzing
9. Evaluating
10. Prioritizing
11. Presenting
12. Creating
13. Using professional etiquette
14. Using technology
15. Using interpersonal skills
16. Thinking critically
17. Solving problems
18. Working collaboratively
19. Hypothesizing
20. Synthesizing information

These skills reflect SC State Standards, SCANS Competencies, Intel Skills, and the Carolina High School and Academy Mission.

# Checklist for Senior Project Proposal

## Rationale:

- Contains the general area of interest
- Explains prior knowledge, if any, in this area
- Explains why the topic was chosen

## Detailed description of my product:

- What is it?
- Who is involved?
- How long will it take?
- What resources will be involved?

## Learning Stretch:

- Why will this project be challenging for me?
- What skills will I acquire as I strive to achieve its completion?
- Why do I want to accomplish this?

- What is my Essential Question?

Learning Stretch: The art of making great demands upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study.

Carolina High School and Academy  
Senior Project Proposal for Magnet Distinction  
(\*keep a copy for your portfolio)

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

The topic I have chosen for my Senior Project is \_\_\_\_\_

\_\_\_\_\_.

My issue is \_\_\_\_\_

\_\_\_\_\_.

My mentor is \_\_\_\_\_.

**Rationale** for topic selection:

**Detailed description** of my product:

Explanation of how this research topic and product will be a **learning stretch** (*the art of making great demands upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study*) for me?

What is the **Essential Question** for your project?

## Senior Project Review of Project Proposal

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

After careful consideration of your Senior Project Proposal and the guidelines governing the senior project process at Carolina High and Academy, the following decision regarding your proposal has been made:

\_\_\_\_\_ ***Accepted*** as is

\_\_\_\_\_ ***Accepted*** with one or more of the following modifications:

- Not an issue
- Issue too broad or vague
- Weak product
- Product considered dangerous (re-design)
- Product is a presentation not a product (re-write)
- Product description unclear (re-write)
- Product does not relate to issue (re-design)

Please resubmit proposal.

Comments:

\_\_\_\_\_ ***Rejected*** as specified:

- No apparent “learning stretch”
- Closely resembles another project
- Creativity is lacking
- No issue

Please resubmit proposal.

Comments:

## CONTACTING YOUR MENTOR

### ***GETTING READY***

1. Find a quiet place to call. There should be no interruptions. There should be no loud music or noise in the background.
2. Have your paper and writing utensil ready. Have your script and any other materials you need in front of you.
3. You may be nervous, but try to sound friendly and cheerful. Most people are pleased and willing to share an area of interest or a talent.
4. Introduce yourself and explain the reason for your call.
5. Talk slowly, loudly, and clearly. Don't chew gum or eat food while you are talking.
6. Be patient and polite. If the person you are calling is busy, ask when you can call back.
7. If a secretary answers, ask for the person you really want to address.
8. ***Always thank people for sharing their time with you!***

**NOTE: Personal contact the first time is expected. You can communicate by email during the project process.**

### ***WHAT YOU NEED TO DO***

- Identify yourself and tell them you are a student at Carolina High School and Academy.
- Explain the reason for your call.
- Ask to speak to the person you wish to be your mentor.
- If that person is unavailable, ask when he/she will be available.
- Explain what you would like him/her to do for you.
- If he/she agrees to be your mentor or needs more information, set up a time for your first meeting.
- If he/she cannot be your mentor, ask if he/she can recommend someone else in the same field.
- ***Thank the person for their time.***

### ***SAMPLE SCRIPT:***

Hello, my name is \_\_\_\_\_ and I am a student at Carolina High School and Academy. I am involved in a Senior Project that includes writing a research paper on the topic/issue of my choice, and completing a product that is related to my topic. My topic is \_\_\_\_\_ and for my product I would like to \_\_\_\_\_. I have been asked to find someone in the community who is willing to assist me in completing the product. I have been told/I know you share a similar interest. Would you be willing to assist me with this project? (Pause and wait for a response. Tell the person what is involved in being a mentor. If he/she agrees, set up a time to meet. If he/she cannot assist you, thank him/her and ask if he/she knows of another person who might help.) Thank you for taking time to taking time to talk with me today. I look forward to working with you.

**Be sure to dress appropriately (professionally) and be on time the first time you meet your mentor in person. First impressions only occur once!**

## MENTOR CONSENT FORM

Mentor,

The Senior Project is an integral component of the requirements for obtaining a Magnet Distinction Award at Carolina High School and Academy. The components of the Senior Project include a word-processed research paper, a tangible product related to some aspect of the paper, and a portfolio which synthesizes the first two components and is scored by a panel.

A successful Senior Project involves parental/guardian and school support along with student initiative and self-discipline. As a community member/teacher you are being asked to serve as a mentor for one of our students for the product portion of his/her Senior Project. As a mentor you would be expected to:

1. Be a community member, teacher, or businessperson –**NOT parents or siblings and at least 21 years old.**
2. Have expertise in the area of the student's product.
3. Help with the tangible product:
  - Give an interview in person.
  - Assist with sources of information.
  - Act as an instructor for the product (if needed).
4. Offer support and encouragement to the student.
5. Review and sign journal entries.
6. Complete the Student Evaluation Form.
7. Review the Portfolio.

If you have any questions, please contact Lora Booher, Senior Project Coordinator, at Carolina High. She can be reached by phone, 355-2316, or email, lbooher@greenville.k12.sc.us.

***I understand my role as mentor and agree to serve as mentor for:***

Student name: \_\_\_\_\_ Phone \_\_\_\_\_

Topic/Issue: \_\_\_\_\_

Proposed product: \_\_\_\_\_

Mentor's name and title: \_\_\_\_\_

Business address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_  
**Mentor Signature**

## PARENT CONSENT FORM FOR MENTOR

As the parent/guardian of \_\_\_\_\_, who is a student enrolled at Carolina High School and Academy, I am aware that my son/daughter will be involved with the Magnet Distinction Senior Project. I am also aware that the Senior Project consists of a research paper, a tangible product (not a power point presentation), and a comprehensive portfolio which will be scored (Pass/Fail) by a panel of three members. I know that my son/daughter is responsible for finding a community person to serve as a mentor for the product portion of his/her senior project.

The mentor (NOT a parent or sibling and at least 21 years old) chosen by my son/daughter is

\_\_\_\_\_.

- I realize that the tangible product that is due the end of senior year first semester must relate to the research paper.
- I realize there may be some cost involved in producing this tangible product.
- I realize that my student must meet with his/her mentor throughout his/her Senior Project.
- I give my approval of the above named mentor.

Parent/Guardian Name Printed: \_\_\_\_\_

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

City, State, Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

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

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Parent/Guardian Signature

---

Date



# **PART II: THE PAPER**

# RESEARCH PAPER OVERVIEW

## I. FORMAT REQUIREMENTS

1. 6 – 10 pages of text
2. 12 point font (Arial or Times New Roman)
3. Double-spaced
4. 1” margins
5. Graphics (pictures, graphs, tables) referenced and placed at end of paper
6. MLA or APA format (depending on the content involved)  
(<http://owl.english.purdue.edu/> or <http://www.noodletools.com/login.php> can help)
7. Proofing of paper draft completed by an adult

## II. DOCUMENTATION REQUIREMENTS

1. A minimum of five, and no more than twelve, sources used in the paper and listed on the Works Cited page
2. One source must be an interview.
3. Two sources must be from the Internet with web addresses having the following endings: .edu .gov .org
4. Two sources from non-fiction or reference books (hard copy) or magazines and journals (hard copies or computer-based)

## III. THINGS TO KEEP IN MIND

1. Information gained through the interview must be included in the research paper.
2. This is a research paper, not a reflection. It must be written in third person.
3. General encyclopedias (book, software or Internet-based such as *Wikipedia*) will not be accepted.
4. A good research paper depends on the timely and accurate completion of research and writing. Procrastination serves no purpose and will only lead to frustration and mediocre work.



# **PART III: THE PORTFOLIO**

## How To Write A Letter To Portfolio Reviewers

Your address  
Your city, state, zip code  
The Date

Carolina High School and Academy  
2725 Anderson Road  
Greenville, SC 29611

Dear Portfolio Reviewers,  
(double space)

### **Paragraph #1:**

In this paragraph you will describe yourself and your school life  
(minimum 5 sentences)  
(double space)

### **Paragraph #2**

In this paragraph state your issue, some interesting facts about your research and about your work with your mentor.  
(minimum 5 sentences)  
(double space)

### **Paragraph #3**

In this paragraph describe your product and how it relates to your research. Explain the obstacles you faced and the successes you experienced as you developed your product. (Minimum 5 sentences)  
(Double space)

### **Paragraph #4**

In this paragraph, describe your product in detail: where you performed your services, who was involved, the resources you employed, and how this related to your research. (minimum 5 sentences)  
(double space)

### **Paragraph #5**

In this paragraph, sum up your thoughts and thank the reviewers for their time and support. (2-3 sentences)  
(double space)

Sincerely,  
(4 spaces)

*Your signature*  
Your printed name

**You only get one chance to make a great first impression!**

**The first page following the Table of Contents in your portfolio will be a letter to the Portfolio reviewers who will score your Portfolio.**

**Use the full-block letter template. Double space between sections and single space within the body of the text. Remember, the only abbreviations that you can use are the postal code for your state (SC) and a person's title. Use this given format to prepare your business letter.**

**Your letter to the reviewers introduces you in your own words. It allows the committee members to see you as a whole person beyond the Senior Project. This should be your best writing, carefully edited, and in business form.**

## THANK YOU LETTER FORMAT

Your mentor has spent many hours helping you to complete your project, so it is important that you take time to express your thanks and appreciation. Rather than purchase a thank-you note, take time to write a personal thank-you letter. Use this format to write your mentor. Include this letter, one copy, and an addressed and stamped envelope in your portfolio. Follow these guidelines.

Heading

Salutation

Paragraph #1

Paragraph #2

Paragraph #3

Closing

		Rose Mascot address Greenville, SC 29zip December 2011
	<i>Double space</i>	
Dear Mr. John Doe,	<i>Double space</i>	
	<i>Double space</i>	
	<i>Double space</i>	
	<i>Double space</i>	
	<i>Double space</i>	
		Sincerely, Your signature

### NOTES:

1. Heading is your mailing address and the date.
2. Start with *Dear...*
3. Paragraph #1: Be sure to mention why you are thanking the mentor. For example, "I want to thank you for all of the hours you spent helping me to..." Express your thanks simply and directly.
4. Paragraph #2: Include a line or two to specifically express what you appreciate about your mentor—a quality, a feature, or an action. For example, "You were always there to help me when I needed you and you always seemed happy to see me when I arrived for our sessions." Or, "You had such patience with me even when I made a mistake." Be sure you are honest in your comments.
5. Paragraph #3: You should end with a general statement which sums up your thoughts on the entire process. For example, "You have really made a difference in my life, and for that I am truly grateful." Or, "My Senior Project would not have been as successful without your help."

### SOME FURTHER THOUGHTS:

- Be sure to close your letter with a word or phrase such as "Sincerely" or "With gratitude" and SIGN YOUR NAME IN INK.
- Whatever you do, do not belittle your mentor's help in any way!
- Make sure your mentor's last impression of you is a good one.

## PORTFOLIO INFORMATION

The portfolio is an organized notebook *documenting the process* of the Senior Project. This portfolio is a compilation of required items and items which you choose to include beyond the required items. Your portfolio will be scored pass/fail by three people.

*Take pride in your portfolio because it is a reflection of you as an individual.*

### The Senior Portfolio does several things:

- It allows people to see the process of your Senior Project.
- It gives people a first impression of you.
- It offers reviewers an in-depth summary of your research and the project.
- It provides documentation of your abilities for post-secondary educational and job opportunities.

### Required Contents:

1. **Cover Page (outside):** Name, Title, decorated as you desire
2. **Cover Paper (inside):** Capture the spirit of your project. This is your “hook” – reflecting your creativity. The style, font, graphics, information, and layout are up to you. Include your name and project title.
3. **\*Table of Contents:** Reflects your ability to arrange and organize in a logical sequence. Page numbers must correspond throughout the portfolio. You must have clean pages; plastic protector sleeves are recommended.
4. **\*Letter to Reviewers:** Demonstrates letter writing skills and introduces you to the reviewers. Requires you to summarize your project succinctly and creatively so that you make a good first impression. (*Use given format.*)
5. **Copy of Project Proposal form**
6. **Journal Entries:** Chronicles the progress of your project from start to finish; including artifacts such as e-mail copies and phone log. It indicates the time you spent on your product and shows evidence of research, analysis, and reflection. Your journal must be available to the Senior Project Coordinator, if requested, and signed by mentor as evidence of contact and collaboration.
7. **Mentor Evaluation form**
8. **\*Reflection:** Summarizes your thoughts and feelings at the end of the project, including a statement about how this has been a learning stretch for you.
9. **\*Thank-you:** A personal letter thanking your mentor using the friendly letter format (include the original and 1 copy) and an envelope stamped and addressed to your mentor.
10. **\*Proofed Draft of Paper:** Proofed and signed by an adult
11. **\*Research Paper:** Include your entire research paper including title page, paper, and works cited page.
12. **Pictorial with Captions:** A minimum of six photographs with captions (2 each representing the project phases – beginning, middle, and end).

*\*Reminder: Use 12 point font such as Arial or Times New Roman with one inch margins.*

## CHECKLIST FOR THE PORTFOLIO

The following must be typed (excluding the outside & inside covers and journal entries) and included in your portfolio:

- Cover (outside) including your name, project title, decorated as you desire
- Cover Page (inside) including your name, project title, decorated as you choose
- Table of Contents
- Letter of Introduction to Reviewers
- Copy of Project Proposal form
- Signed Mentor Form - copy
- Signed Parent Consent Form for Mentor - copy
- Mentor Evaluation Form
- Journal entries – signed by mentor (minimum of 10 entries)
- Original and one copy of the Thank-You letter for mentor
- Stamped and addressed envelope
- Proofed and signed draft of paper
- Research paper (all parts)
- Photographs and captions
- Reflection

Reviewed by Mentor: Signature \_\_\_\_\_  
Date \_\_\_\_\_  
Pass/Fail (circle one)

## Senior Project Phone Log

<u>Date</u>	<u>Spoke with:</u>	<u>Phone Number</u>	<u>Who They Represent:</u>	<u>Summary of Conversation</u>
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**Magnet Distinction Senior Project  
JOURNAL ENTRY**

Journal Entry # _____	Date:
Location of meeting/work:	Meeting/work start time: Meeting/work end time:
Focus of meeting/week:	
Brief Summary:	
Action Steps To Be Taken Before the Next Meeting:	
Student Signature: _____	
Mentor Signature: _____	

## MENTOR EVALUATION OF STUDENT

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

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

USING A SCALE OF 1-3, PLEASE RATE THE STUDENT IN THE FOLLOWING AREAS:

	3 - Exceeds Expectations	2 - Meets Expectations	1 - Below Expectations
1. Punctuality:			
- Reported to meetings at designated time.	3	2	1
2. Professional Appearance:			
- Dressed appropriately for first meeting.	3	2	1
3. Professional Conduct:			
- Confirmed appointment(s) in professional manner.	3	2	1
- Behaved in a professional manner during meetings.	3	2	1
4. Communications:			
- Related well to mentor and others.	3	2	1
- Asked appropriate questions.	3	2	1
- Demonstrated interest in the experience.	3	2	1
- Shared journals for review and discussion	3	2	1
5. Overall evaluation:			
- Student seemed to benefit from the experience.	3	2	1

Please make specific SUGGESTIONS for this student below.

Mentor Signature \_\_\_\_\_

## SENIOR PROJECT SELF-REFLECTION

Reflecting on the active learning component is a key piece to successful work. Take time to look through your portfolio and reflect on the learning stretch you have just completed. Be thorough, write clearly, and use direct examples from your experiences.

1. When I look through my portfolio, I feel \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.
2. I am most proud of \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.
3. I am still not pleased with \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.
4. Five things I learned by completing this portfolio are:
  - a.
  - b.
  - c.
  - d.
  - e.
5. One fact or observation that surprised or fascinated me was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
6. One thing I wish people would understand about my portfolio is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
7. When I completed my portfolio, the top skills I used were:
  - a.
  - b.
  - c.I chose these because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
8. The skill I am most improved in is \_\_\_\_\_  
You can find an example of that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

9. One challenge I overcame in completing this Senior Project is \_\_\_\_\_  
\_\_\_\_\_

What I learned about myself in overcoming this challenge is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

10. Based on what I learned during this process, if I did this project again this is what I would change and why: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

11. This is my learning stretch: \_\_\_\_\_  
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