

# Senior Project



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# Senior Project Checkpoints 2019 – 2020

What	When	Completed
<b>Confirm Mentor</b> <i>Fill out mentor agreement form</i>	Friday, October 18 <sup>th</sup>	
<b>Proposal Letter</b> <i>Submit electronic final letter to mentor and panel.</i>	Thursday, December 5 <sup>th</sup>	
<b>Panel Meeting: Proposal Letter (Late Start)</b> <i>Present proposal to panel.</i>	Monday, December 9 <sup>th</sup>	
<b>Confirm Outside Expert</b> <i>Provide mentor with outside expert contact info</i>	Friday, January 10 <sup>th</sup>	
<b>Applied Piece Proposal</b> <i>Submit electronic final letter to mentor and panel.</i>	Friday, February 7 <sup>th</sup>	
<b>Panel Meeting: Applied Piece Proposal (After School)</b> <i>Present letter to mentor and panel.</i>	Wednesday, February 12 <sup>th</sup>	
<b>Panel Meeting: Research (After School)</b> <i>Present panel with evidence of complete and thorough research.</i>	Wednesday, March 18 <sup>th</sup>	
<b>Presentation Conflicts</b> <i>Last day to notify Senior Project Coordinators of presentation date conflicts/room requests.</i>	Friday, April 10 <sup>th</sup>	
<b>Panel Meeting: Completed Project (Late Start)</b> <i>Provide panel with evidence that ALL work is complete; panel decides whether to assign a presentation date.</i>	Thursday, May 7 <sup>th</sup>	
<b>Senior Project Presentation</b> <i>Share project with a public audience.</i>	Thursday and Friday May 21 <sup>st</sup> & 22 <sup>nd</sup>	
<b>Final Reflection Paper</b> <i>Provide copies to mentor.</i>	Wednesday, May 27 <sup>th</sup>	



# Overview

# Getting Started

## Choosing a Mentor

Your mentor is there to help coach you through your project by pushing your thinking, reminding you of important checkpoints, and offering you support, encouragement and guidance. Mentors are not experts in your topic; they are good supports!

- Fill out the yellow Mentor Agreement paper given to you by senior project coordinators.
- Give this paper to your mentor to keep.
- Needs to be confirmed by Friday October 18<sup>th</sup>!

## Weekly Mentor Meetings (ongoing)

You must meet with your mentor once a week from now until the end of May.

## Weekly Communications

Weekly communications will be checked at every panel meeting.

- E-mail a weekly communication to your mentor before each weekly meeting.
- Address some or all of the following:
  - What did you do this week? Where did you visit? Who did you interview?
  - What was the most important thing you learned?
  - Did you accomplish the goals you set from last week? Did they change?
  - What is giving you trouble? Where can you get help?
  - What are your goals for next week?

## Selecting Your Topic

What to consider when selecting your topic:



**Passion:** It is critical that you pick a topic that is of *real* interest to you. There is no greater drudgery than working on a boring or “easy” topic month after month!

**New Learning:** Be sure that the topic you select allows for *new* learning.

# Essential Question & Sub-EQs

An Essential Question provides meaningful direction and helps you design clear learning goals.

- A good EQ requires SIGNIFICANT thinking and research to answer.

Sub-EQs help you explore your Essential Questions and reach your learning goals.

- You should have 3 or 4 sub EQs.



- ❓ Cannot be answered with yes, no, or a list.
- ❓ Generate a list of relevant “sub questions” that direct and give substance to your Essential Question.
- ❓ Stem from natural inquiry; they are translated from a “wonder” statement to a question.



**Essential Question:**  
**Sub EQs:**

**Why do people look at the night sky?**

How are astronomical images produced?  
How is magnification used in astronomical photography?

What equipment is readily available to an amateur night photographer?  
When are different objects visible for photographing in the night sky?

**Essential Question:**  
**Sub EQs:**

**Why do people like to be scared?**

What causes fear?  
How does fear affect the body?  
What do humans find scary?

**Essential Question:**  
**Sub EQs:**

**What is life like through the eyes of a child with autism?**

What is autism?  
What causes autism?  
What does a child with autism's day look like?  
How does a child with autism communicate his experience?

**Essential Question:**  
**Sub EQs:**

**How can I design the most compelling roller coaster possible?**

What are the physics of a roller coaster & why does it stay on the tracks?  
What makes a roller coaster work?  
What are the ideal materials and costs?  
What makes one roller coaster more fun/popular than another?

# Research

## Types of Research

Each of the following is required:

- Printed resources: books, technical literature, literature, articles from reputable and relevant sources.
- Personal experience: interviews, internships, apprenticeships, site visits, formal observations, formal experiments
- Electronic research: current information from reputable and relevant web sites or other electronic resources.

## Documenting Research

Each of the following is required:

- Works Consulted must be maintained
- While researching you must document your research.
- Printed or electronic sources must have accompanying notes to exhibit your acquisition of knowledge.
  - ❖ *Highlighting, underlining, cutting and pasting alone is not sufficient!*
- Learning from personal experiences must be documented formally.
  - ❖ *Documentation of research may be notes, photographs, videotapes, or reflections.*

## Binder

You need to have an organizational system—agreed upon by you and your mentor—in which you keep the physical evidence of your project.

Your binder may be hard copy or electronic (e.g., a Google Drive folder).

You should have the following in your binder:

- A running Works Consulted
- Notes from each source (highlighting or underlining alone is not enough)
- Notes on interviews
- Photos or videos of your work (if appropriate)
- Emails or other evidence of exchanges with your outside expert



- ★ 2-column notes (main idea/detail)
- ★ Margin notes
- ★ Google Docs (one per sub-EQ or source)
- ★ Noodle tools note cards

# Outside Expert

## Requirements for working with your outside expert:

- Give your mentor the contact information for your outside expert.
- Share evidence that your outside expert has confirmed working with you.
- Document all contact with your outside expert.
- Communicate with your outside expert for the duration of your project.
- Needs to be confirmed by Friday January 3<sup>rd</sup>!

## What makes a good outside expert?



- ✦ Your outside expert should be a person who has expertise in the topic you are studying and is available to answer questions and give advice throughout your project.
- ✦ Your outside expert cannot be a relative or a Souhegan staff member.
- ✦ He or she does not need to be local; you may communicate in person or electronically.

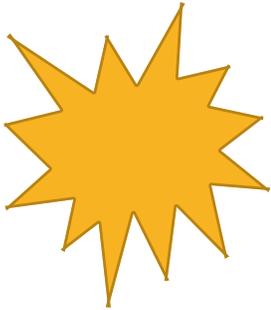
# Applied Piece

## What is an Applied Piece?

Your Applied Piece **APPLIES** your new learning to an original creation.

Your Applied Piece **DEMONSTRATES** your new learning.

In your Applied Piece, you **SYNTHESIZE** your new learning.



**“Could I have done my Applied Piece without having completed my research?”**

- ✪ If the answer to this question is yes, your applied piece is *not* a synthesis of your learning and therefore not a true applied piece!
- ✪ Your applied piece is the application of your research and should demonstrate new learning in the creation of something original.

## The following are *not* acceptable:

- Testing on humans or animals
- Putting a person’s well-being at risk
- Brochures or letters to the editor

## Additional considerations:

- Any written product must be submitted to the Writing Coordinator for approval & review.
- Present to a relevant and appropriate audience
- Teaching a class as part of your Applied Piece requires a formal commitment from the appropriate teacher.
- Any applied piece involving money or the use of school facilities must involve a preliminary meeting with Rhonda Pisani (fundraising) or Amanda Morris (facilities) before your Applied Piece will be approved. They will direct you to the necessary forms.
- The final approval of any Applied Piece rests in the hands of the Senior Project Coordinators and the administration.

# Presentation

Share your work and the learning you engaged in throughout your Senior Project experience with a public audience.

## Your presentation must:

- Answer the Essential Question through evidence of research
- Be well organized
- Have effective supporting materials
- Describe your learning process
- Explain your applied research
- Be at least 20 and no longer than 25 minutes long (thank yous are not part of this time)
- Audio/Video clips can not exceed 3 minutes total
- Successfully address audience questions

## Further Considerations:



- ⊛ Check out the Presentation Rubric (page 20).
- ⊛ You do not need a slide of your Works Consulted.
- ⊛ Your attire should be appropriate for the occasion (professional)!
- ⊛ You need to practice your presentation with your mentor at least once (and must be more than 24 hours prior to your presentation) in order to be able to present! If this does not happen the coordinators will pull you off the presentation schedule.

# Final Reflection

## It's time for your final Souhegan High School reflection!

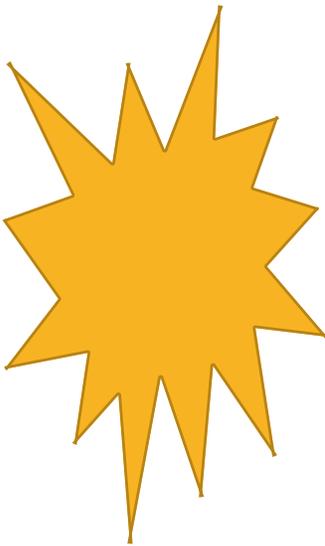
- ✧ You need to complete this last task in order to successfully finished your Senior Project.
- ✧ This essay will be read by your mentor and the Senior Project Coordinators.
- ✧ Excerpts of your classes' reflections will be read aloud at your graduation ceremony.

## Your Final Reflection must:

- ✧ Reflect on your Essential Question
- ✧ Reflect on how you will **APPLY** your learning in your **FUTURE**.
  - *After working on this project for nine months, what have you learned that you can take with you in the years to come?*

## Things to Think About

- ✧ You may want to consider the following questions as you respond to the above prompt.
- ✧ Do **NOT** simply answer these questions one by one!



- We aspire to be a community of learners born of respect, trust, and courage.
- How has your work on this senior project helped you better understand the tenets of our Mission Statement?
- What was your most effective method of research?
- What piece of your research did you find the most interesting?
- What did you learn about your ability to research? (Consider navigation and organization of material; analysis and synthesis of that content.)
- Did you find meeting with the mentor and panel helpful?
- What approaches that you took to the completion of this project were you most pleased with? Which caused you to struggle?
- If you could go back in time and give yourself advice, what would you say?
- What parts of your presentation were you most happy with? Are there different methods and/or processes that you might have employed to make your presentation even better?
- What should we know about your experience that we haven't yet asked about?



**Checkpoints**

**&**

**Rubrics**

# Senior Project Proposal Letter

Your formal proposal letter must contain:

**An Essential Question and sub-EQs**

See page 6 for requirements.

**Background Research**

See page 7 for requirements.

You should mention the types of research you have done and will do.  
**(ALL ARE REQUIRED)**

**Documenting Research**

See page 7 for requirements.

**Show evidence of communication to potential outside expert**

See page 8 for requirements.

**Potential Applied Piece to exhibit your new learning**

See page 9 for requirements.

**DUE: Thursday, Dec. 5<sup>th</sup>**

## Senior Project Proposal Letter Rubric

Requirements	ALEs	Indicators for Meets Expectations
1. Introduces project idea	SDL	<ul style="list-style-type: none"> <li>• States your topic of interest</li> <li>• Explains why you are interested in this topic</li> </ul>
2. Includes EQ and sub-EQs	SDL	<ul style="list-style-type: none"> <li>• States a well-crafted EQ that will guide your project</li> <li>• States sub-EQs that direct and give substance to your EQ</li> </ul>
3. Summarizes and documents preliminary research	SIP	<ul style="list-style-type: none"> <li>• Includes a variety of credible and appropriate sources</li> <li>• Effectively summarizes information from these sources</li> <li>• Explains the main ideas and key concepts you have learned so far</li> <li>• Accurately documents sources in a Works Consulted in MLA format</li> </ul>
4. Contacts a potential Outside Expert	SDL	<ul style="list-style-type: none"> <li>• Lists the credentials of your potential Outside Expert</li> <li>• Demonstrates communication to your potential Outside Expert and receipt of a response</li> </ul>
5. Identifies a potential application of research	SDL	<ul style="list-style-type: none"> <li>• Communicates your ideas for a potential Applied Piece based on your research</li> </ul>
6. Presents information in a well-organized, formal letter	EC	<ul style="list-style-type: none"> <li>• Uses formal tone appropriate for your audience</li> <li>• Provides sufficient support and detail</li> <li>• Includes sentences that are well constructed</li> </ul>
7. Weekly Meeting	EC	<ul style="list-style-type: none"> <li>• Student is meeting and/or communicating with mentor on a weekly basis</li> </ul>

Complete

Incomplete

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If incomplete, please outline a specific action plan:

# Applied Piece Proposal Letter

## Your Applied Piece Proposal Letter must include:

- Your EQ and sub-EQs
- A summary of your research to date
- Your proposed Applied Piece with tentative dates of (for example) facilities usage, fundraising events, or teaching sessions
- Any applicable safety and cost concerns
- Your plan (with dates) for how you are going to complete your Applied Piece by the panel meeting on May 2<sup>nd</sup>
- An appropriate audience to share your applied piece with

## What is an Applied Piece?

- ✦ Your Applied Piece **APPLIES** your new learning to an original creation.
- ✦ Your Applied Piece **DEMONSTRATES** your new learning.
- ✦ In your Applied Piece, you **SYNTHESIZE** your new learning.



### “Could I have done my Applied Piece without having completed my research?”

- ✦ If the answer to this question is yes, your applied piece is *not* a synthesis of your learning and therefore not a true applied piece!
- ✦ Your applied piece is the application of your research and should demonstrate new learning in the creation of something original.

## The following are *not* acceptable:

- Testing on humans or animals
- Putting a person’s well-being at risk
- Brochures or letters to the editor

## Additional considerations:

- Any written product must be submitted to the Writing Coordinator for approval & review.
- Teaching a class as part of your Applied Piece requires a formal commitment from the appropriate teacher.
- Any applied piece involving money or the use of school facilities must involve a preliminary meeting with Rhonda Pisani (fundraising) or Amanda Morris (facilities) before your Applied Piece will be approved. They will direct you to the necessary forms.
- The final approval of any Applied Piece rests in the hands of the Senior Project Coordinators and the administration.

**DUE: Fri, Feb 7<sup>th</sup>**

## Applied Piece Proposal Letter Rubric

Requirements	ALEs	Indicators for Meets Expectations
1. Introduces project	EC	<ul style="list-style-type: none"> <li>• States your EQ and sub-EQs</li> </ul>
2. Assesses research to date	KP SIP CT	<ul style="list-style-type: none"> <li>• Accurately interprets information from a variety of appropriate sources</li> <li>• Effectively summarizes information</li> <li>• Synthesizes information to reveal an understanding of complex relationships, issues, and ideas</li> </ul>
3. Describes proposed Applied Piece (including confirmed dates for facilities use, fundraising, teaching, or other specific events and any applicable safety and cost concerns) 4. Explains ways in which Applied Piece is a true application of research 5. Explains how Applied Piece helps answer the EQ	EC SDL CT	<ul style="list-style-type: none"> <li>• Presents clear and focused idea for Applied Piece</li> <li>• Generates a plan for completion of the Applied Piece.</li> <li>• Demonstrates connection between research, EQ, and Applied Piece</li> </ul>
6. Presents information in a well-organized, formal proposal	EC	<ul style="list-style-type: none"> <li>• Uses formal tone appropriate for audience</li> <li>• Provides sufficient support and detail</li> <li>• Includes sentences that are well constructed</li> </ul>
7. Weekly Meeting	EC	<ul style="list-style-type: none"> <li>• Student is meeting and/or communicating with mentor on a weekly basis</li> </ul>

Complete

Incomplete

If incomplete, please outline a specific action plan:

# Evidence of Research

## Types of Research

Each of the following is required:

- Printed resources: books, technical literature, literature, articles from reputable and relevant sources.
- Personal experience: interviews, internships, apprenticeships, site visits, formal observations, formal experiments
- Electronic research: current information from reputable and relevant web sites or other electronic resources.

## Documenting Research

Each of the following is required:

- Works Consulted must be maintained
- While researching you must document your research.
- Printed or electronic sources must have accompanying notes to exhibit your acquisition of knowledge.
  - ❖ *Highlighting or underlining alone is not sufficient!*
- Learning from personal experiences must be documented formally.
  - ❖ *Documentation of research may be notes, photographs, videotapes, or reflections.*

## Binder

You need to have an organizational system—agreed upon by you and your mentor—in which you keep the physical evidence of your project.

- ⊛ Your binder may be hard copy or electronic (e.g., a Googledrive folder).
- ⊛ You should have the following in your binder:
  - A running Works Consulted
  - Notes from each source (highlighting or underlining alone is not enough)
  - Notes on interviews
  - Photos or videos of your work (if appropriate)
  - Emails or other evidence of exchanges with your outside expert

**DUE: Wed., March 18<sup>th</sup>**

## Evidence of Research Rubric

Requirements	ALEs	Indicators for Meets Expectations
1. Research includes printed and/or electronic sources.	SIP	<ul style="list-style-type: none"> <li>● Locates a variety of appropriate information sources and data types.</li> <li>● Uses credible and valid sources.</li> <li>● The number of sources is sufficient to thoroughly address EQ and sub-EQs.</li> </ul>
2. Research includes notes to show your new knowledge from printed and electronic sources. <i>Highlighting or underlining alone is not sufficient (e.g., use T-notes, Evernote, etc).</i>	SIP	<ul style="list-style-type: none"> <li>● Demonstrates effective use of a note-taking system.</li> </ul>
	KP	<ul style="list-style-type: none"> <li>● Demonstrates knowledge of basic facts, common terms, concepts and principles.</li> </ul>
3. Research includes personal experiences including contact with outside expert, interviews, internships, apprenticeships, site visits, formal observations, formal experiments	SIP	<ul style="list-style-type: none"> <li>● Locates a variety of appropriate information sources and data types.</li> <li>● Uses credible and valid sources.</li> <li>● The number of sources is sufficient to thoroughly address EQ and sub-EQs.</li> <li>● Demonstrates knowledge or skills gained through contact with outside expert</li> </ul>
4. Research formally documents learning from personal experiences (e.g., interviews, photographs, videotapes, reflections).	SIP	<ul style="list-style-type: none"> <li>● Demonstrates effective use of a note-taking system.</li> </ul>
	KP	<ul style="list-style-type: none"> <li>● Demonstrates knowledge of basic facts, common terms, concepts and principles.</li> </ul>
5. Includes a Works Consulted	SIP	<ul style="list-style-type: none"> <li>● Accurately documents sources of information in MLA format.</li> </ul>
6. Weekly Meeting	EC	<ul style="list-style-type: none"> <li>● Student is meeting and/or communicating with mentor on a weekly basis</li> </ul>

Complete

Incomplete

If incomplete, please outline a specific action plan:

# Project Completion

## You must:

- ✦ Provide evidence of completion of all work: both your research and your Applied Piece
- ✦ Share a draft presentation or a presentation plan.

## Final Completion

- ✦ Your panel will determine whether or not you have met the requirements based on the evidence you present.
- ✦ If your project is complete, your panel will then assign you a presentation date during Senior Project Presentation Days.

**DUE: Thursday, May 7<sup>th</sup>**

## Applied Piece and Project Completion Rubric

Research checkpoint must be complete before proceeding to applied piece and final check.

Was research checkpoint met?  Yes  No

If yes, proceed to rubric below. If no, please reassess research using rubric.

Requirements	ALEs	Indicators for Meets Expectations
1. Applied Piece is complete.	CT EC	<ul style="list-style-type: none"> <li>• Clearly demonstrates application of research</li> <li>• Provides insight into an answer for the EQ</li> <li>• Demonstrates original thinking and new learning</li> <li>• Shared with an appropriate audience</li> </ul>
2. Weekly Meeting	EC	<ul style="list-style-type: none"> <li>• Student is meeting and/or communicating with mentor on a weekly basis</li> </ul>
3. All project requirements are complete,	SDL	<ul style="list-style-type: none"> <li>• NO additional work remains, except for presentation</li> </ul>

Complete

Incomplete

---

If incomplete, please outline a specific action plan:

# Presentation

Share your work and the learning you engaged in throughout your Senior Project experience with a public audience.

## Your presentation must:

- Answer the Essential Question through evidence of research
- Be well organized
- Have effective supporting materials
- Describe your learning process
- Explain your applied research
- Be at least 20 and no longer than 25 minutes long
- Thank yous are **not** part of the 20-25 minutes
- Audio/Video clips can not exceed 3 minutes – total running time
- Successfully address audience questions

## Further Considerations:



- ✦ Check out the Presentation Rubric (page 21).
- ✦ You do not need a slide of your Works Consulted.
- ✦ Your attire should be appropriate for the occasion.
- ✦ You need to practice your presentation with your mentor at least once more than 24 hours prior to your presentation in order to be able to present!

**DUE: Thur/Fri,  
May 21<sup>st</sup> & May 22<sup>nd</sup>**

## Presentation Rubric

<b>ALE: EC</b>	<b>Meets Expectations (Pass)</b>	<b>Approaches Expectations (Provisional Pass; Follow-up Required)</b>	<b>Does Not Meet Expectations (Does Not Pass; Re-do Required)</b>
<b>Physical Presence</b>	<ul style="list-style-type: none"> <li>• Keeps eye contact with audience most of the time; only glances at notes or slides</li> <li>• Uses natural gestures and movements</li> <li>• Wears clothing appropriate for the occasion</li> </ul>	<ul style="list-style-type: none"> <li>• Makes infrequent eye contact; reads notes or slides most of the time</li> <li>• Uses a few gestures or movements</li> <li>• Shows some poise and confidence, (only a little fidgeting or nervous movement)</li> <li>• Makes some attempt to wear clothing appropriate for the occasion</li> </ul>	<ul style="list-style-type: none"> <li>• Does not look at audience; only reads notes or slides</li> <li>• Wears clothing inappropriate for the occasion</li> </ul>
<b>Pacing, Volume, Tone</b>	<ul style="list-style-type: none"> <li>• Speaks clearly; not too quickly or slowly</li> <li>• Speaks loudly enough for everyone to hear;</li> <li>• Changes tone and pace to maintain interest</li> <li>• Rarely uses filler words</li> <li>• Speaks at appropriate volume and pace</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly most of the time</li> <li>• Speaks loudly enough for the audience to hear most of the time, but may speak in a monotone</li> <li>• Occasionally uses filler words</li> <li>• Mumbles or speaks too quickly or slowly</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks too softly or quickly to be understood</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Answers EQ</li> <li>• Shows research</li> <li>• Mentions role of outside expert</li> <li>• Discusses applied piece</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally answers EQ</li> <li>• Shows minimal evidence of research</li> <li>• Minimally discusses applied piece</li> </ul>	<ul style="list-style-type: none"> <li>• Does not answer EQ</li> <li>• Does not show research</li> <li>• Does not mention outside expert</li> <li>• Does not discuss applied piece</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Follows a logical format</li> <li>• Logical transitions connect ideas</li> <li>• <i>Uses time well; devotes enough time to each key point and section. The end of the presentation is not rushed.</i></li> <li>• <i>Presentation is between 20 and 25 minutes not including works cited and thank you's.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is disorganized</li> <li>• Transitions are used inconsistently or ineffectively</li> <li>• Presentation is less than 20 but more than 18 minutes <b>or</b> presentation is more than 25 but less than 27 minutes</li> <li>• Parts may be rushed or slightly too long</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation does not follow a logical organization, making the presentation nearly impossible to follow</li> <li>• Presentation is less than 18 minutes or greater than 27 minutes</li> </ul>
<b>Audience Rapport</b>	<ul style="list-style-type: none"> <li>• Addresses audience questions confidently, clearly and completely.</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses audience questions, but not always confidently, clearly, or completely.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address audience questions (goes off topic or misunderstands without seeking clarification)</li> <li>• Responds inappropriately.</li> </ul>
<b>Supporting Materials</b>	<ul style="list-style-type: none"> <li>• Text and graphics are clear and understandable.</li> <li>• Audio/Visual or other materials support the main points of the talk.</li> <li>• Technical difficulties are managed efficiently and calmly.</li> <li>• Audio or video clip is less than three minutes long.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses visual aids or but they may sometimes distract from the presentation.</li> <li>• Lack of technical preparation detracts from presentation.</li> <li>• Audio or video clip is more than three minutes long.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use visual aids</li> <li>• Attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation.</li> <li>• Little or no technical preparation impedes presentation</li> <li>• Audio or video clip is significantly more than three minutes long</li> </ul>

Complete

Incomplete

# Final Reflection

**DUE: Wed., May 27<sup>th</sup>**

## It's time for your final Souhegan High School reflection!

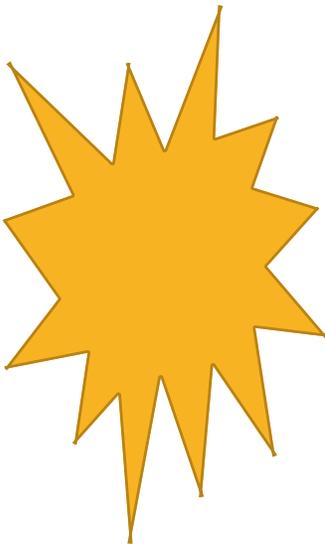
- ✪ You need to complete this last task in order to successfully finished your Senior Project.
- ✪ This essay will be read by your mentor and the Senior Project Coordinators.
- ✪ Excerpts of your classes' reflections will be read aloud at your graduation ceremony.

## Your Final Reflection must:

- ✪ Reflect on your Essential Question
- ✪ Reflect on how you will **APPLY** your learning in your **FUTURE**.
  - *After working on this project for nine months, what have you learned that you can take with you in the years to come?*

## Things to Think About

- ✪ You may want to consider the following questions as you respond to the above prompt.
- ✪ Do **NOT** simply answer these questions one by one!



- We aspire to be a community of learners born of respect, trust, and courage.
- How has your work on this senior project helped you better understand the tenets of our Mission Statement?
- What was your most effective method of research?
- What piece of your research did you find the most interesting?
- What did you learn about your ability to research? (Consider navigation and organization of material; analysis and synthesis of that content.)
- Did you find meeting with the mentor and panel helpful?
- What approaches that you took to the completion of this project were you most pleased with? Which caused you to struggle?
- If you could go back in time and give yourself advice, what would you say?
- What parts of your presentation were you most happy with? Are there different methods and/or processes that you might have employed to make your presentation even better?
- What should we know about your experience that we haven't yet asked about?