

Lamar County School District
Senior Exhibition of Achievement
A component of the English Curriculum
SEA



Handbook
For
Students and Parents

Lamar County School District Mission Statement

Verification of Receipt of Senior Exhibition of Achievement (*SEA*) Parent/Student Handbook

Please sign this form, detach this page from the handbook, and return the signed copy to the student's English IV teacher by _____).

I have received a copy of the Lamar County School District Senior Exhibition of Achievement (*SEA*) Handbook for Students and Parents.

Signature of Student

date

Signature of Parent

date

The mission of the Lamar County School District is to empower all students with the knowledge and skills to create their own futures; to become passionate, lifelong learners; and to contribute cooperatively to a diverse and changing world.

Lamar County School District Senior Exhibition of Achievement Advisory Board

Ben Burnett, Ph. D., Superintendent
Carolyn L. Adams, Assistant Superintendent of Academic Education
Darlene Barron, LCSD Senior Exhibition of Achievement Director
Helen Price, Assistant Principal, Oak Grove High School
Vicki Brumfield, Senior Exhibition of Achievement Director, Oak Grove High School
Lea Ann Arcement, Special Services, Oak Grove High School
Tonji Reynolds, Guidance Counselor, Purvis High School
Leslie Hankins, Senior Exhibition of Achievement Director, Purvis High School
Amy Alexander, Purvis High School
Michelle Myers, Special Services, Purvis High School
Julie Clinton, Guidance Counselor, Sumrall High School
Suzanne Shumock, Senior Exhibition of Achievement Director, Sumrall High School
Amy Lee, Sumrall High School
Vicky Lawrence, Sumrall High School
Gretchen Walters, Senior Exhibition of Achievement Director, LCSD Technical Center

Senior Exhibition of Achievement (Senior Exhibition of Achievement) is a culminating demonstration of a student's knowledge and skills, consisting of four components which every senior must complete during his or her senior year through English IV class. *SEA* advances essential skills in preparing students for success in academics as well as the world of work. Students must choose a topic of interest and carefully follow procedures and guidelines in completing each of the **four** components of the project. After following the step-by-step process for Components 1 – 3 (research paper, project, portfolio), then the student must apply the knowledge learned by presenting this knowledge (Component 4, presentation), orally to a panel of judges. *SEA* provides students the opportunity to interact with an adult mentor while creating a worthwhile, challenging project.

Note: Every Lamar County high school senior must complete the Senior Exhibition of Achievement in order to receive English IV credit; clearly, no student will graduate without the completion of his or her Senior Exhibition of Achievement. This project is a graduation requirement in all Lamar County Schools.

Rationale for Implementing *SEA*

National Research

In June 2000, the United States Department of Education, along with several private philanthropic organizations, established a partnership to sponsor the National Commission on the High School Senior Year. In an effort to enhance and improve students' experiences in preparation for high school graduation, the sponsors asked the Commission to closely review relevant research literature, conduct extensive focus groups with high school graduates, examine surveys, and solicit expert testimony.

The results of the Commission's yearlong study reveal a troubling picture. Educational institutions, families and communities "are not meeting the educational needs of more than half of the students enrolled in the public and private schools in the United States." In effect, the study concludes that most high school students' entire senior year was largely a waste, and that schools nationwide are failing to prepare their graduates for college or work. "Approximately 20% of college freshmen need remediation in reading and writing courses; and almost 30% need remediation in mathematics. A high school diploma is no longer a guarantee of success in the workplace." Many high school students seem to drift through their senior year and classify the year as a "lost opportunity". "Senioritis" sets in; and students become bored; studying becomes irrelevant.

The Commission contributed the reasons for their findings to various structures of the school context, including weak academic programs and low expectations for students by teachers and administrators. They concluded that "to continue to graduate students who don't have the knowledge they need in the modern world is indefensible, and schools cannot continue to permit students to waste their senior year rather than preparing them for college, careers, and adulthood." Rather, they suggest that the goal of American high schools should be to prepare all students to live and prosper in an increasingly complex and interdependent world, one in which they can continue to grow, change, and learn throughout their lives. They add that the senior year "should serve as a consummation of what already has been accomplished and a launching pad for what lies ahead."

Suggestions for making the senior year a viable learning experience for students include "raising expectations for student performance, establishing more rigorous academic programs, making connections with academics and work-place skills, making strong connections with adults, and initiating a capstone exit project."

From: The National Commission on the High School Senior Year. (2001). *Raising our Sights: No High School Senior Left Behind*. The Woodrow Wilson National Fellowship Foundation. www.woodrow.org. Additional information available at www.commissiononthesenioryear.org.

Local Research**Lamar County School District Student Expectations****All students who graduate from Lamar County Schools will become....**

- **Effective team members and leaders**
- **Concept-based critical thinkers**
- **Lifelong learners**
- **Effective communicators**
- **Responsible citizens**

The Office of Academic Education (OAE) has developed criteria for student expectations consisting of Lamar County School District's Strategic Plan, the Mississippi Curriculum Frameworks for each subject area, and input from the local business community.

A survey sent to business owners in the greater Hattiesburg Municipal area revealed that business and professional people consider the three most important skills necessary for employment are interpersonal skills, basic skills, and self-management/responsibility. Furthermore, those who completed the survey contend that current newly hired employees usually lack critical thinking skills (including decision-making skills), listening skills, writing skills, and personal sense of responsibility.

Component Two: The Project

Goal: Application of knowledge

Skills promoted: Academic skills: stretching knowledge reflectively, emotionally, physically, intellectually
 Work-related skills: patience, responsibility, enthusiasm, time-management, problem solving, practice, independence, communication, organization, and persistence

Requirements:

The project should represent a tangible application of knowledge gained through the research paper along with cumulative knowledge gained across grade levels and content areas. A natural link should exist between the research and the project. The student must spend a minimum of fifteen hours toward completing the project; and while it does not have to be a product *per se*, the student **must** construct a display to explain the project. The student must submit required proof and verification forms as his or her work progresses. The project **cannot** contain elements that pose danger or violate school district policies. The project should require minimal, if any, expense.

Assessment:

The student must turn in the following ***eight (8)*** components by required deadline in completing the step-by-step process of the project (see calendar, page 11. The Senior Exhibition of Achievement Director will grade the first ***four (4)*** components of the project and the student's English teacher will grade components five (***5***) and six (***6***) of the project. Then, the Senior Exhibition of Achievement Director will grade ***component seven (7) -- Product or Display Board-- and component eight (8) -- Project Scoring Sheet --*** according to a rubric (see appendix):

- | | |
|----------------------------|--|
| • Project report | one daily grade |
| • Log sheet---Check # 1 | one daily grade |
| • Log sheet---Check # 2 | one daily grade |
| • Mentor verification form | one daily grade * |
| • Project Abstract | one daily grade (To be placed on Display Board and in Portfolio) |
| • Reflective essay | one test grade |
| • Product / display board | two test grades |
| • Project Scoring Sheet | one test grade |
| • Letter to Judges | one daily grade |

***Note: The mentor, previously approved by the Advisory Committee, must sign the mentor verification form (submitted by the student by due date). The Senior Exhibition of Achievement Director and/or another Lamar Co. School District staff member will contact the mentor (in person or by phone) to validate the number of hours the student spent with his or her mentor.**

Note: The student cannot begin Components Three (Portfolio) and Four (Presentation) without completing Component Two (Project)!

Component Three: The Portfolio

Reflection of growth

Skills Promoted: Academic skills: evaluation, reflection, prioritizing, and organization
Work-related skills: record keeping, evaluation, time-management, and presentation

Requirements:

The portfolio records the student's process in compiling each component of the enhanced research paper. It should contain required entries providing information about the student, the process followed by the student for each component, student reflections, and a self-evaluation. In addition, entries must also include documentation of the project through various stages. A student who does not submit a portfolio **cannot** give a presentation to the Senior Boards.

The portfolio, **bound in a 3 Ring Binder**, (page protectors-optional) must contain the following items:

- Cover sheet
- Title page
- Table of contents page with page numbers
- Letter to the judges
- Project Abstract
- A clean, corrected copy of the research paper
- Evidence of product (verification, pictures)
- Log sheet
- Mentor consent form
- Mentor verification form
- Letter of intent approved by the advisory team
- Reflective writing about the process
- Self-evaluation (Rubric)

Assessment:

The Senior Exhibition of Achievement Coordinator will grade the portfolio, which counts as **one test grade recorded in English class. 10 late points taken for every day late.**

NOTE: Failure to complete and turn in Component 3 (Portfolio) by the deadline will disqualify the student from completing Component 4 (Oral Presentation) to the Senior Boards!

Component Four: The Presentation

Synthesis of the paper, the project, and the self-growth journey

Skills promoted: Academic skills: communication skills related to fluency, flow, knowledge depth, listening, explaining, defending, and comprehending
Work-related skills: presentation, self-discipline, self-direction, competency, responsibility, enthusiasm, risk-taking, pride, holistic application

Requirements:

Each student will give a six to ten minute oral presentation and will answer questions from the judges regarding his or her paper and project. A board of faculty, staff, and community members will serve as judges. The presentation **must** include a visual aid.

Assessment:

The Board presentations will count as the student's final project grade. The Board of Judges will grade the presentations by following a rubric (see appendix) to assess the following:

- Content of the speech
- Delivery of the speech
- Student composure during the question and answer period
- Effectiveness of visual aid

Note: No student can complete the Senior Exhibition of Achievement process without giving his or her oral presentation before the Board of Judges.

What Should I Wear for My SEA Presentation?

Females:

- Dress pants or a skirt suit are acceptable. Sunday dress attire is usually appropriate. Patterns should not be busy, and the body should be covered (no short skirts or off the shoulder clothing).
- Wear dress shoes. No flip flops! Remember, heels will automatically correct your posture and make you stand up straight.
- Minimal jewelry should be worn (one set of earrings, one ring, one necklace). Anything more is too busy for a presentation.
- Hair should be neat and out of our eyes.

Males:

- Wear a suit, sport coat with khakis, or dress shirt and khakis.
- Wear a tie.
- Wear socks if you wear a suit. Never wear white socks with a suit.
- Hair should be trimmed and professional.
- Don't wear anything with an overwhelming pattern.
- No excessive jewelry should be worn.
- Shoes should be dress shoes and nothing of the athletic variety.
- Be clean-shaven.

Guidelines for Topic Selection

- **The research topic should be broad enough to allow the student access to enough information, but narrow enough to make the research specific.** For instance, a student choosing the topic “education” could not include everything about education because of the abundance of information on such a general, broad topic. Students cannot limit, focus, or narrow down such broad topics for his or her research paper, product, and speech. On the other hand, choosing to research a topic that is clearly *too* narrow or focused will not provide the student *enough* information for his or her research paper, product, and speech.
- **The research topic should definitely interest the student but not one in which the student already has extensive knowledge, experience, or expertise.** A key component of Senior Exhibition of Achievement is that it must show a learning stretch for the student. For example, if one has been a diabetic for ten years and worked closely with the Juvenile Diabetic Association and/or volunteered in the children’s diabetic ward in the local hospital, he or she likely knows a great deal about juvenile diabetes. Therefore, unless such an individual pursues a new angle to diabetes, the topic will not yield new learning for this student.
- **The research topic should require cumulative knowledge across grade levels and content levels.** The student’s chosen topic provides a natural outgrowth of interest and combined skills of all or most content areas. For example, if a student researches the changes in the ozone layer, then he or she should use cumulative knowledge from at least English, math, science, and history.
- **The research topic should challenge the student academically and creatively.** The topic should require an academic and creative stretch for the student. The topic should not be limited to simple ideas or allow little possibility for extension. It should force the student to go beyond what he or she already knows.
- **The research topic must lend itself to the creation of a tangible product that provides a natural link between the research and the project.** The project must show application of the student’s research in some way. For instance, one can easily create a tangible product with a topic (such as woodworking or cake baking) as opposed to a topic such as the Vietnam War. Therefore, the student should keep in mind the creation of his or her tangible product when choosing a topic. The student should remain aware that the project must take 15 hours to complete and that he or she must provide a tangible display. However, the student should realize that he or she does not have to choose a “How-to-Do” topic but must carefully consider the feasibility of creating a tangible project from the chosen topic. For example, the product for a topic on the Vietnam War could include the creation of a database and address book for Vietnam veterans in a specific geographic area to enable these veterans to communicate with one another.
- **The research topic should not require excessive expenses.** No student should spend money beyond incidentals in completion of the project. Expenditures will not enhance the project’s evaluation.
- **The research topic cannot present potential danger or harm to anyone, nor can the topic violate school district policies or rules.** For example, potentially explosive experiments or activities involving risks, such as handling poisonous snakes, are not acceptable. In addition, the project cannot involve elements that violate any school district rule or policy. .
- **Primary research is a major requirement of the research paper.** The student must choose a topic that allows personal interviews, informal surveys, etc., in obtaining information for the paper.
- **Preliminary research is essential in narrowing down the selection of the student’s final topic.** Students should conduct preliminary research on at least **4** potential topics of interest to determine which best meets the criteria for completing the Senior Exhibition of Achievement. The student should determine if the topics of interest include adequate information, several sources of information, up-to-date data, etc. In addition, the student should discuss topic ideas with his or her English teacher and/or the Senior Exhibition of Achievement Director.
- **The student cannot assume the role of his or her own mentor.** The student cannot assume job-related responsibilities of the mentor as his or her project. One cannot gain the expertise of a mentor simply by working with that individual.
- **The research topic may involve some type of community service.** Even though the project does not require the student to include community service as part of the project itself, the student should consider how his or her project could serve the school and/or community.

Selecting a Mentor

Each student must select a mentor as a resource for the research and project components of Senior Exhibition of Achievement. A mentor provides expert information regarding a student's chosen topic. The mentor may serve as an interview source for the research paper, provide the student with feedback and guidance, and assist the student in formulating ideas for project design and presentation components.

However, the scope of a student's project may demand that he or she have more than one mentor. For example, a student who researches child health care in America and plans to teach a kindergarten about a child's typical doctor's visit may have both a health care professional and an elementary teacher as mentors. Both mentors must complete a mentor verification form for the student.

In selecting a mentor, the student should consider the importance of coordinating his or her schedule and the mentor's schedule. The student must meet the following requirements regarding the student/mentor component of the Senior Exhibition of Achievement:

- Spend 3 hours or more with his or her mentor
- Show the mentor the project in progress in order for the mentor to verify 15 hours or more of student work on the project

To become a mentor, one must meet these requirements:

- Be at least 21 years of age
- Meet committee approval as a qualified mentor
- Donate three hours or more during a minimum of 3 visits with the student
- Complete verification paperwork to document time spent with the student as a mentor
- Communicate with the student's English teacher and/or the Senior Exhibition of Achievement Director pertaining to the mentoring role

Note: A student cannot choose his or her relative or a teacher to serve as a mentor. **The only exception is a technical center teacher.

Forms Mentor must sign:
Mentor Consent Form
Project Report
2 Log Sheets
Mentor Project Verification Form

Mentor completes Mentor Information Sheet for Mentee to keep.
Mentee completes Mentee Information Sheet for Mentor to keep.

Lamar County School District

Senior Exhibition of Achievement

2011 - 2012

Schedules and Deadlines

Note: During the spring semester, a mandatory meeting will be held for all junior students (rising seniors) and their parents. Administrators, guidance counselors, Senior Exhibition of Achievement directors, junior and senior English teachers will attend to provide information for students and parents.

Student Schedule			
Dates Semester 1	Activities	Person(s) Responsible	Dates Semester 2
August 17	Letter of intent due to SEA Director Mentor consent form due	Student	January 19
August 24	Tentative Thesis Statement Final date for revised letter of intent	Student	January 26
September 1	Final Thesis statement	Student	February 2
September 8	Copies of highlighted sources & rough outline	Student	February 9
September 15	First draft due (with outline & works cited)	Student	February 16
October 4	Final draft due	Student	March 6
October 18	Project Component Report (Progress Report) (signed by Mentor)	Student	March 22
October 25	1 st Log Check	Student	March 29
November 8	2 nd Log Check	Student	April 12
November 15	Log Sheet, Mentor Verification Form, Project Abstract, and Letter to Judges due	Student/Mentor	April 19
December 2	Portfolios and Reflective Essay due	Student	April 26
December 7-9	Project Display Boards due	Student	May 1-4
December 12-14	Presentations	Student	May 7-11

Terms

1. **Abstract:** a short summary of the research paper and project. A neatly typed abstract, placed with the project display board, provides the project judges an overview of the project and its research connection.
2. **District Advisory Board:** a committee consisting of the school district superintendent, the school district assistant superintendent, the high school principals, the Senior Exhibition of Achievement directors, and all the senior English teachers. Members of this committee may make decisions regarding the governance of the project.
3. **Advisory Committee:** committees composed of high school teachers who will read students' letters of intent and approve or reject them. They also approve or reject changes in mentor and revised letters of intent.
4. **Cited Sources:** sources actually used and referenced in the research paper. For example, if a student reads three magazine articles about his or her topic but only uses information from one of the magazines in the actual compilation of the research paper, then the student cannot use the other two sources (read but not actually used within the paper itself) toward the required number of 4 minimum sources.
5. **Display board:** a board on which each student displays/exhibits the process followed in completing the Project (Component 2). The board shows evidence of all the parts of the Senior Exhibition of Achievement Rubric (see Appendix). It may contain related documents and pictures of the student as he or she works through each part of the process.
6. **Letter of Intent:** a letter from the student written to his or her senior English teacher and reviewed by an advisory committee. The letter must contain information about the student's prior knowledge and skills in the area he or she has chosen for research and application. In addition, the letter must contain the title of the research the student proposes to conduct, a detailed description of the project (including how he/she will apply the knowledge), and the name and qualifications of the student's chosen mentor. The letter of intent and the mentor consent form are the items the advisory committees use to determine acceptance or rejection of a student's proposed project (see Appendix).
7. **Learning stretch:** evidence that the student discovered and/or expanded his or her knowledge throughout and upon completion of the Senior Exhibition of Achievement.
8. **Log sheet:** a record of the time spent on specific tasks related to planning and completing the Project (Component 2) of the Senior Exhibition of Achievement (see Appendix).
9. **Mentor Consent Form:** the form completed by the student and his or her mentor by which the mentor agrees (with his/her signature) to comply with the requirements for mentorship. This form also provides the qualifications of the mentor to allow the advisory committee approve the student's mentor (see Appendix).
10. **Mentor Verification Form:** the form completed and signed by the mentor to verify the required three hours spent with the student and verification that the mentor has actually observed the student's project in process. The Senior Exhibition of Achievement Director or other qualified school personnel will verify the time spent with the mentor as reported on the verification form (see Appendix).
11. **Reflective essay:** an essay in which the student reflects upon his or her growth and progress throughout the Senior Exhibition of Achievement.
12. **Rubric:** a scoring guide which outlines the scoring process for grading each component of the Senior Exhibition of Achievement (see Appendix).

APPENDIX

The appendix contains forms that students will use as they complete the Senior Exhibition of Achievement process.

Sample Letter of Intent

108 Lamar Circle
Hattiesburg, MS 39465
September 1, 2005

Student's return address and date

Ms. Ivette Johnson
Lamar High School
1145 Highway 24
Hattiesburg, MS 39465

Inside address to student's English IV teacher

Dear Mrs. Johnson:

Salutation to student's English IV teacher

Paragraph 1: This introductory paragraph states the student's proposed project and provides detailed background information about the topic.

For my senior research paper and project, I would like to combine two interests of mine: philanthropy and music. Involved with music since childhood (as a part of the high school band and choir program), I have volunteered as mentor and have participated in a number of service projects for clubs and organizations at the middle school and high school.

Paragraph 2: This paragraph states the topic and scope of the student's proposed research.

I plan to research and explore philanthropy and how the scope of service to others has changed through the years. By using both national and international examples, I will explore the effects of philanthropy in Mississippi, with primary focus in the Hattiesburg/Lamar County areas.

Paragraph 3: This paragraph explains in detail what the student plans to do for his or her project and further explain how the project will provide a learning stretch for the student.

For my project, I plan to extend my musical experience. While I can perform as a musician, a singer, and a dancer, I have never had any experience in producing a show. Therefore, I want to produce a show similar to the off- Broadway production *Bravo*, using the Lamar High School Band and the choir group, and other solo acts (which I will recruit). My learning stretch for this project will include the following: writing the show, coordinating the production, advertising the show, recruiting volunteers to control the lighting and sound board, along with various other duties I discover during the course of the production. To coordinate and connect this project to my research, I would like to produce the show for some elementary classes and change a nominal admission fee; then I plan to present the show again for the general public and charge a larger admission fee. In addition, I will solicit donations from community businesses. I will donate all money collected from this project to United Way.

Paragraph 4: This concluding paragraph pledges to avoid plagiarism.

I understand the definition of plagiarism as well as the consequences of any form of plagiarizing in any component of my Senior Exhibition of Achievement. Therefore, I pledge that no part of my enhanced senior research paper will contain plagiarism from any sources.

Sincerely,
Student Signature

Script for calling mentor:

Hello,

This is _____(your name)_____. May I speak to ___(potential mentor's name)___?

Mrs./Mr. ___(potential mentor's name)___ I am a senior at ___(name of your school)

and I am preparing for my upcoming senior project – an exit project required for graduation. I am looking for a mentor in the field of ___(your topic)___ and I would like to ask if you would be willing to mentor me. The project requires me to work a minimum of 3 hours with a mentor.

If they say yes -

Thank you for volunteering your time to help me. I look forward to working with you and getting started on the project. When would be a good time to meet and discuss the project further? (record the time and date for your records)

If they say no –

Thank you for your time. Do you know anybody else in this area that may be willing to mentor me? (write name and phone number for your records)

English Teacher: _____

Advisor: _____

Student's Name: _____

Date Turned in: _____

Mentor Consent Form

Lamar County School District Senior Exhibition of Achievement (SEA)

Each student must turn in his or her *completed Mentor Consent Form* with his/her *Letter of Intent*.

Name of Student: _____ Senior English Teacher _____

Name of School: _____

Topic of Research: _____

Project: _____

Mentor's Name: _____

Please give a brief explanation of the mentor's qualifications for use as a resource for you on this project (may be completed by the student or the mentor).

To be completed and signed by the student:

I have asked (mentor's name) _____ to serve as my mentor for my Senior Exhibition of Achievement. I understand that I am responsible for making and keeping any and all appointments that we make. I also understand that my mentor will complete an evaluation and verification sheet at the completion of my Senior Exhibition of Achievement. I certify that (mentor's name) _____ is not a relative of mine.

Signature of student: _____ Date: _____

To be completed and signed by the mentor:

I have agreed to serve as a mentor for (student's name) _____ on his/ her Senior Exhibition of Achievement. The qualifications outlined above correctly reflect my ability to serve as a mentor for this research topic. I will donate at least three hours or more during a minimum of three visits with this student. I will verify paperwork and will talk with (student's name) _____'s English teacher or Senior Exhibition of Achievement Director regarding my role as this student's mentor). I certify that I am not a relative of (student's name) _____.

Mentor's mailing address: _____

Mentor's email address _____

Mentor's telephone number (H) _____ (W) _____ (C) _____

(The best time to contact me is _____).

Mentor's Signature: _____ Date: _____

English Teacher: _____

Advisor: _____

Student's Name: _____

Date Turned in: _____

Mentee Information Sheet

(To be completed by the student and kept by the mentor)

Student Name: _____

Address: _____

Home Phone: _____

Parent/Guardian Name: _____

Contact Numbers: (W) _____ (H) _____ (C) _____

Student E-mail Address: _____

English Teacher's Name: _____

Teacher's E-mail Address: _____

School telephone: _____

Senior Exhibition of Achievement Director: _____

Best times to meet with student:

English Teacher:

Advisor:

Student's Name:

Date Turned in:

MENTOR INFORMATION SHEET

(To be completed by the mentor and given to the student)

Mentor Name: _____

Address: _____

Home Phone: _____ Cell Phone: _____

Business Phone: (Please indicate if student or teacher should not call you at work.)

E-mail Address: _____

Best times to meet with mentor:

English Teacher: _____

Advisor: _____

Date Turned in: _____

Letter of Intent Review

This is the form that the Advisory Committee uses to accept or reject students' proposed research and project!!

Student _____ English Teacher _____

Advisory Team Members: _____

Your Senior Exhibition of Achievement proposal has been:

_____ **ACCEPTED**

_____ **Your Senior Exhibition of Achievement proposal
NEEDS FURTHER CONSIDERATION.**

Reason:

- There is no apparent "learning stretch" for you in this project.
- This project closely resembles one that is already part of the Lamar School District curriculum and one that many other students have already completed.
- The proposal has elements which violate school/district policies.
- The project has potentially dangerous elements.
- The project does not show application of research.
- With this project, the student assumes the role of his or her mentor.
- The project does not communicate the learning stretch, the link between the research and the project, and/or the process to the judges.
- The project involves too much expense.
- Permission form needed for _____
- This project contains evidence of plagiarism.
- The project may not be completed during school day.
- Need to narrow focus of project/paper – too broad.
- Other:

Comments: _____



Grading Scale for Log Sheets

First Log Sheet

Second Log Sheet

Hours Completed Grade

Hours Completed Grade

Date: _____

Date: _____

1	10	1	20
2	20	2	30
3	30	3	40
4	40	4	50
5	50	5	60
6	60	6	70
7	70	7	80
8	80	8	90
9	90	9 or more	100
10	100		

*Late points = 10 points per day

**Points/hours will not be transferred from Second Log Sheet to First Log Sheet.

Your English teacher will collect the forms.

English Teacher: _____

Advisor: _____

Student's Name: _____

Date Turned in: _____

Lamar County School District
Senior Exhibition of Achievement (SEA)
Project Report (Component 2)

The student must provide the following information:

Name: _____

Project Description: _____

Mentor: _____

The student must thoroughly answer the questions below regarding his or her progress to date on the Project (Component 3). The student should not give information concerning time or visits solely related to his or her research paper. The Senior Exhibition of Achievement Advisory Board and/or Senior Exhibition of Achievement Director may contact the student's mentor to verify student's answers.

1. How much time have you spent with your mentor *working* on your project, *excluding interview time spent working on your research paper?*
2. How much total time have you spent working on your project?
3. List each completed task and time spent on each one. *In addition, *thoroughly explain the details of procedures involved in completing each task.*
4. What is your projected timeline for completion of your project?

Signature of Student: _____ Date: _____

Signature of Mentor: _____ Date: _____

Mentor's phone #: (C) _____ (H) _____ E-mail: _____

Students must complete this form by the deadline and have the form signed by the mentor. The purpose of this form is to make sure that the student is progressing at a timely rate in order to complete his or her project on time.

English Teacher: _____
Advisor: _____
Student's Name: _____
Date Turned in: _____

Mentor Verification

The mentor must complete this form to verify the time the student spent with him or her. The student must return this completed form by the required time in order to complete the Project (Component 3) requirements for graduation:

Name of student: _____

Project: _____

1. Have you worked with this student on at least three occasions for a minimum total of three hours?

Yes _____ No _____

Comments:

2. Have you seen this project at different stages of completion, not just the final phase?

Yes _____ No _____

Comments:

3. What problems, if any, did you help this student overcome?

4. What successes have you seen this student achieve?

Signature _____ Phone: _____

Relationship to student _____ Date: _____

**Lamar County School District Senior Exhibition of Achievement (SEA)
Guidelines for Writing Letter to Judges for Portfolio**

This letter will provide the judges with an impression of the student as an individual as well as a student..

- Write it in the form of a business letter
- Make the inside address the address for the high school
- Make the salutation to Dear Judges:
- Tell about your hobbies, your interests, your achievements
- Include information about your reasons for choosing your Senior Exhibition of Achievement research topic and project
- Give information about your work on your paper and project.

Letter to Judges Format:

Business letter format – BLOCK (study your letter of intent)
 1” margins – all sides
 12 pt. New Times Roman
 Center on page – top to bottom
SIGN IT! Sign your first and last name in a NEAT,
 LEGIBLE handwriting – it is NOT an autograph!

Your first and last name
Your address
City, State Zip

November 26, 2007

Judges for Senior Exhibition of Achievement
Your High School
Your High School’s Address
Your High School’s City, State, Zip

Dear Judges:

[Paragraph 1] Discuss your personal background and family life as they relate to your senior project. Tell the judges something about your accomplishments, achievements, and challenges during your high school years. Help them get to know you.

[Paragraph 2] Explain why you chose your particular research topic and the ultimate product you spent time preparing or service you provided. Discuss the easiest and hardest parts of the senior project for you. Tell about the assistance you got from your mentor and others.

[Paragraph 3] Tell the judges what you learned from doing your senior project. What skills did you gain from doing it? What lessons (both positive and negative) did you learn (socially, academically, or career-wise)? What would you advise future students as they approach their senior year?

[Paragraph 4] Thank the judges for taking the time to look at your portfolio and to hear your oral presentation.

Sincerely,

Your first and last name

Rubric for Research Paper (Rough Draft and Final Copy)

5 The student writing

- contains a clearly stated thesis
- has a focus that remains evident
- is complete with an obvious logic and strategy
- presents ideas that flow smoothly and logically with clarity and coherence
- uses purposeful transitions
- contains supporting paragraphs which thoroughly develop a main idea with relevant and well elaborated details based on research
- includes the use of precise and vivid language appropriate to the task
- exhibits consistent and appropriate use of first and third person
- uses ample evidence from the research to support assertions developed by the writer
- uses correct documentation of evidence and correct research format according to MLA guidelines
- exhibits correct and effective use of the elements of grammar/usage
- may exhibit few errors in the correct use of mechanics, none of which detract from overall delivery

4 The student writing

- contains a stated thesis
- has a focus that remains evident
- is complete and exhibits logical order
- presents ideas that flow smoothly and logically
- uses adequate transitions
- contains supporting paragraphs which contain an adequate number of relevant supporting details from the research, but these are not consistently well-elaborated
- contains language that is appropriate to audience and purpose, but sentence variation and word choice may be repetitive rather than varied
- exhibits consistent and appropriate use of first and third person
- uses evidence from the research to support assertions; content may be more heavily weighted with research findings than assertions developed by the writer
- uses correct documentation of evidence but may include minor errors in format according to MLA guidelines
- may exhibit occasional errors in grammar/usage
- may exhibit some errors in the correct use of mechanics, that do not impede communication but do detract somewhat from delivery

3 The student writing

- contains a thesis though it may be only implied
- may shift focus within the paper from the thesis
- is somewhat organized, but does not establish a logical progression
- uses some transitions
- contains supporting paragraphs which contain some supporting details from the research; this support may be presented in a list-like fashion
- lapses from first or third person occasionally, has little regard for audience
- uses evidence from the research with few if any assertions developed by the writer and/or the assertions are not grounded in the research presented
- may include errors in documentation of evidence and/or errors in format according to MLA guidelines
- may exhibit errors in grammar/usage and mechanics which detract from communication

2 The student writing

- exhibits little focus or organization
- may not establish a particular point of view and/or shifts point of view often
- uses inadequate evidence from the research; may make no assertions developed by the writer, and/or the assertions are not backed by any research
- exhibits frequent errors in documentation and format according to MLA guidelines
- may exhibit repeated errors in grammar/usage and mechanics which detract from communication

1 The student writing

- lacks focus
- lacks organization
- exhibits no point of view and/or mixed points of view
- uses little if any evidence from the research; seldom if ever refers to research text
- exhibits major errors in documentation and format according to MLA guidelines
- contains repeated errors in grammar/usage and mechanics which seriously impede communication

SELF-EVALUATION FOR SEA PROJECT

Date: _____

Student Name: _____

Project Title: _____

Directions: On a scale of 1 – 3 (with 3 being the highest score) apply each statement to your SEA experience. (Zero means that the statement does not apply to your project in any way.) Circle appropriate response.

	Definitely 3	Somewhat 2	Not at All 1	N/A 0
1. I have learned how to better budget my time.	3	2	1	0
2. I have learned how to prioritize my responsibilities.	3	2	1	0
3. I have learned to take more responsibility for my assignments.	3	2	1	0
4. I have learned how to take charge of my own learning.	3	2	1	0
5. I have learned new computer skills.	3	2	1	0
6. I have learned a new skill. Identify it: _____	3	2	1	0
7. I have learned how to anticipate and deal with difficulties.	3	2	1	0
8. I have learned to be more self-reliant.	3	2	1	0
9. I have learned how to accept adversity and work through it.	3	2	1	0
10. I have learned how to help lead my peers.	3	2	1	0

**Lamar County School District
Senior Exhibition of Achievement (SEA)
Project Scoring Sheet (Component 2)**

Student Score _____
Rubric Value 5 = 100 4 = 90 3 = 80 2 = 70 1 = 60

Student's Name: _____

Judge 1 2 3 4 5

Score Ranges: 5 3 1 0

Highly successful Successful Unsuccessful Did not attempt

LEARNING STRETCH (scored only by student's English teacher)

A learning stretch is evident.

5 4 3 2 1 0

APPLICATION OF KNOWLEDGE (SEA Director and Teacher)

There is an obvious link between the research paper and the project. (End product matches Letter of Intent) The student shows application of knowledge gained from the mentor and/or from research. (Names the research topic. Describes the research paper. States what he/she learned from the mentor in several places on the board. States what he/she learned from research in several places on the board.)

COMMENTS:

5 4 3 2 1 0

COMMENTS:

There is a depth of knowledge beyond the general, surface level exhibited. (Correctly uses vocabulary appropriate to the project (i.e, correct names of tools, procedures, etc.) Demonstrates an understanding of the tasks or processes he/she is performing)

5 4 3 2 1 0 X 2

COMMENTS:

The student applies knowledge learned during the research process and builds and expands upon this knowledge. (States the ways in which his/her mentor helped in the completion of the project. States the ways he/she applied research in the completion of the project. States the ways in which he/she extended any prior knowledge through the completion of the project.)

5 4 3 2 1 0 X 2

COMMENTS:

QUALITY OF PRODUCT OR PERFORMANCE (Judges, SEA Director, and English Teacher)

The purpose of the product or performance is clear. (It is obvious the student did what he/she planned to do.)

5 4 3 2 1 0

COMMENTS:

Pride in work is evident through neatness and organization of product or performance and display. (Product/performance itself is well-planned and complete. Display board is neat and well-organized. Display board has few/no mistakes in grammar, spelling, punctuation, etc.)

5 4 3 2 1 0

COMMENTS:

The quality of the product (craftsmanship and attention to detail) is evident OR The quality of the performance is clear (attention to the audience. attention to detail). (Product exhibits an appropriate level of mastery. Product took at least 15 hours of time outside of school. Product represents completion of a process: planning, implementing, finishing. Performance exhibits an appropriate level of professionalism. Organizing and giving the performance took at least 15 hours outside of school. Performance reflects completion of a process; planning, performing, assessing.)

5 4 3 2 1 0 X 2

COMMENTS:

TOTAL/10 = _____

TOTAL _____

Lamar County School District Senior Exhibition of Achievement Oral Presentation Scoring Sheet

Student's Name: _____

Score Ranges:	5	3	1	0
Highly successful		Successful	Unsuccessful	Did not attempt
	10	8	6	0
Highly successful		Successful	Unsuccessful	Did not attempt

Content/Organization

Introduction:	10	8	6	4	2	0
Body:		5	4	3	2	1 0
Application of Learning Evident:	5	4	3	2	1	0
Balanced Content:		5	4	3	2	1 0
Language Usage:		5	4	3	2	1 0
Conclusion:		10	8	6	4	2 0
Use of Visual Aid:		10	8	6	4	2 0

Delivery

Eye Contact :		5	4	3	2	1 0
Non-verbal:		5	4	3	2	1 0
Verbal:	5	4	3	2	1	0
Appearance/Dress:	5	4	3	2	1	0
Enthusiasm/Sincerity:	5	4	3	2	1	0

Question/Answer Period

Impromptu skills:		5	4	3	2	1 0
Quality of Responses:	10	8	6	4	2	0

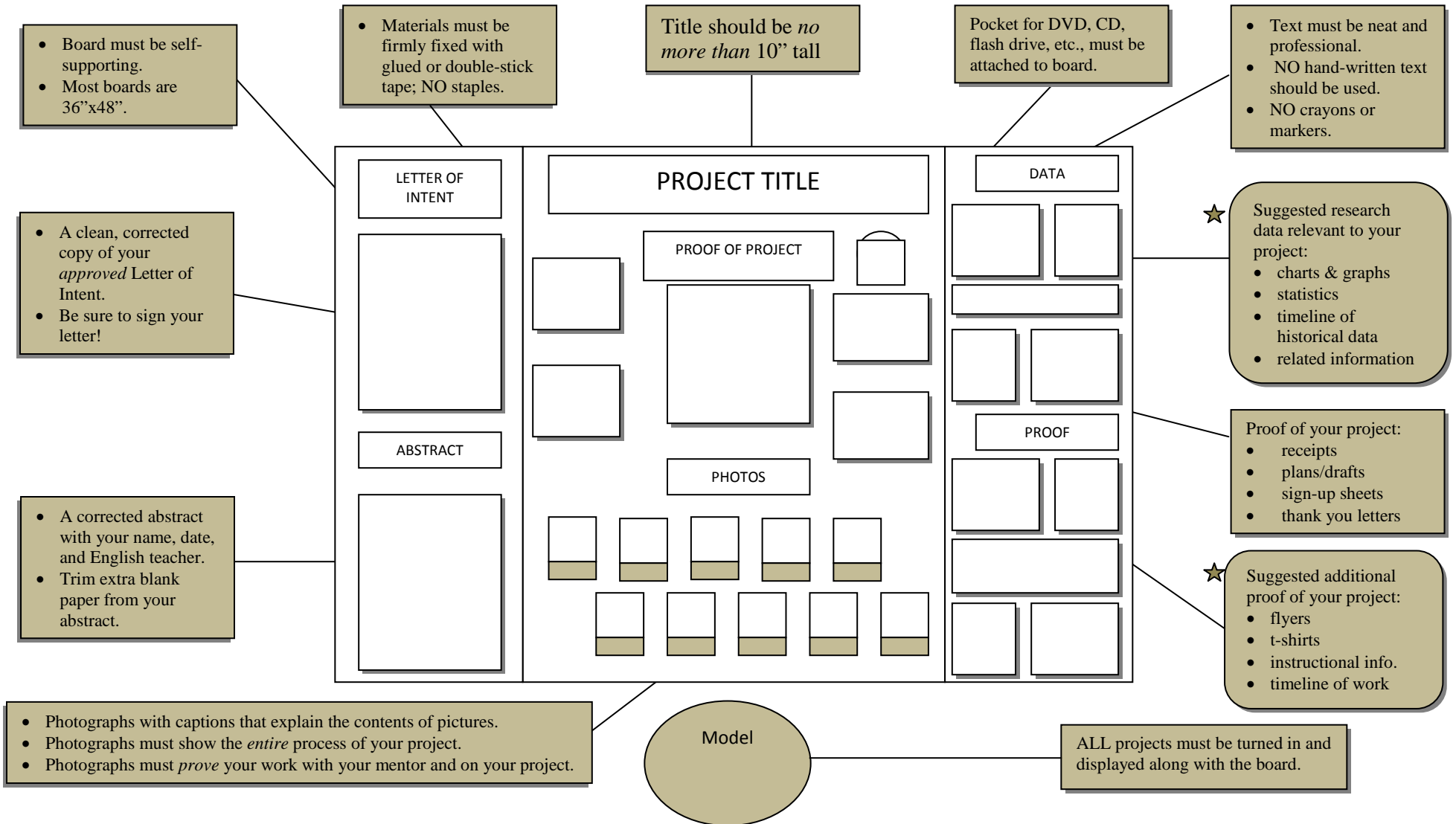
TIME: _____ 10 8 6 4 2 0

SCORE/ TOTAL POINTS: _____

PROJECT DISPLAY BOARD GUIDELINES

Display boards showcase your SEA project from beginning to end, illustrate your accomplishment, and fully explain how your project was achieved. Your display board must stand alone to demonstrate your entire project and provide proof of your work.

ALL display boards should be organized according to the layout below:



Student Name _____

Rubric for Display Board and Product

0 Unacceptable	1 Incomplete	2 Inadequate	3 Below Average	4 Average	5 Excellent
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Display Board:

Aesthetic (Appropriate title, neat appearance, balanced materials, typed headings, effective use of color/ board space, materials in place/secure)	0	1	2	3	4	5	
Letter of Intent (signed) Abstract	0	1	2	3	4	5	
Visuals (Effective use of visuals that illustrate the total complete project and evidence. Picture of mentor and student. Examples of evidence – photos with process/steps, proof, flyers/marketing items, receipts, stats, charts/graphs)	0	1	2	3	4	5	(X2)
Grammar/ Spelling:	0	1	2	3	4	5	

Project/Product :

Successful Completion Detail/Quality Craftsmanship (Demonstrates successful completion of project as stated in Letter of Intent. Followed steps to complete process. Professional. Evidence of fulfilled learning stretch, completed minimum SEA required hours.)	0	1	2	3	4	5	(X 5)
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Total Points _____ X 2

Punctual _____ Other _____

Grade _____