



NOTRE DAME HIGH SCHOOL

September 12, 2011

Members of the Graduating Class of 2012: RE: 2011-2012 Senior Assessment

This packet contains “everything that you wanted to know about the 2011-2012 ND Senior Assessment, but were afraid to ask”. **Satisfactory completion of all components of the senior assessment project is required for final diploma purposes.**

Working on this project throughout the year will give you a small taste of what you are in store for next year at college, especially from **time management and organizational** perspectives.

Helpful hints/Grading guidelines include:

- Be present in school and on time for your regularly scheduled Homeroom - SH Senior Assessment periods with your faculty advisor. It is **your responsibility** to meet with your advisor if you miss a scheduled meeting.
- Work hand-in-hand with your faculty advisor throughout this project. Make it a point to bounce your ideas off your advisor and ask for feedback throughout the process.
- Enlist the research skills of Miss Kleparek throughout the process!
- Budget your time so you are not leaving portions of this project until the last minute. **Deadlines are deadlines.** Portions of the project due at 8:30 a.m. need to be turned in on time in order to get credit.
- You will receive whatever grade you earn on the date that a component is due. **If this grade is not passing, you will be expected to continue to work with your advisor in order to earn a passing grade.** N.B. - **All components of the senior assessment must receive a minimal passing grade of 65% in order for a senior to qualify for a ND diploma.**
- Seniors who hand in **incomplete, unsatisfactory [or who fail to hand in] work** will be **expected to continue to work on their incomplete components** under their advisor’s supervision **during the after school period** until it is completed. The highest grade for makeup work will be 65% per component.

- Seniors who do not turn in satisfactory work will **not be allowed senior study hall** [formerly senior lounge] **privileges until their work is deemed satisfactory** by their advisor.
- Please know that the grade you earn will appear on your permanent transcript which is sent to colleges, universities and future employers.
- Brush up on your MLA research skills as **the proper use of MLA is required in your academic challenge paper.**

Good Luck!

Dr. Scanlan ☺

Notre Dame High School

2011-2012 Comprehensive Senior Assessment Components and Due Dates

Satisfactory completion of the Senior Assessment for ND graduation purposes is based on [1] achieving a passing grade on all sections, as well as [2] turning in all required components of the senior assessment project.

Component	Due Date	Points
Academic Challenge Paper		400
Topic Statement	9/26/11 [8:30 a.m.]	
Fact Sheet	10/24/11 [8:30 a.m.]	50
Outline and Thesis Statement	11/28/11 [8:30 a.m.]	150
Finished Paper	1/30/12 [8:30 a.m.]	200
Postgraduate Plan	11/7/11 [8:30 a.m.]	100
Freshman Year College Budget	[Economic Class Project]	50
Physical Education/Health Research	2/13/12 [8:30 a.m.]	50
Personal Mission Statement	[Theo 12 Class Project]	50
Autobiographical Research	3/19/12 [8:30 a.m.]	200
Theological Reflection on Community Service	4/16/12 [8:30 a.m.]	100
Culminating Reflection	5/29/12	50

Make it a point to **SAVE a clean copy of each of these assignments for your portfolio!**

N.B. Refer to Helpful Hints/Grading Guidelines on page #1 for grading expectations!

Individual Oral Presentations	5/21 - 24/12	200
Group Presentations		
Groups and Topics Assigned	TBD – Government and Politics Class	
Group Presentation Mandatory Review by Group Advisor [Final Deadline]	TBD by Advisor	50
Group Presentation - Oral	TBD	200
Group Presentation - Team Evaluation	After Presentation	50
TOTAL POINTS -		1500

Notre Dame High School Comprehensive Senior Assessment Goals

Each member of the graduating class will demonstrate:

- The ability to effectively communicate in writing using a variety of writing purposes and styles.
- The ability to effectively communicate orally before groups of evaluators during both Individual Assessment and Group Assessment presentations.
- The ability to research information from a variety of sources, as well as the ability to apply this research in a logical, problem solving manner.
- The ability to identify and evaluate a problem and to create and produce ideas and solutions to the identified problem.
- The ability to work effectively as an individual, and as a member of a problem solving group.
- Proficient computer knowledge and skills necessary to compose written portions of the assessment, as well as PowerPoint presentations during Individual and Group portions of the assessment.
- Self-discipline and self-direction.

SENIOR ASSESSMENT 2011-2012

ACADEMIC CHALLENGE PAPER – SOCIAL ETHICAL ISSUE

Length	Minimum 8 pages
Type	12 pt
Cited	Yes, MLA method is required , 1” margins, double spaced
Style	Persuasive
Pictures	Pictures, charts and graphs are allowed but must be incorporated into the paper in the relevant spot rather than at the end of the paper. They shouldn't take up an entire page [unless absolutely necessary] and should be cited directly under the picture rather than on the Works Cited page. The picture pages will not count towards the total page requirement.
Sources	Your sources must be obtained from approved databases, educational journals or books, not websites. The minimum number is ten valid sources.

Date to assign: September 12, 2011

Due date: January 30, 2012

Choosing a topic:

You are to choose a topic that is of interest to you and will allow you to fulfill the requirements and guidelines below. **Make sure to use your faculty advisor as a “sounding board” for your ideas. Read the following guidelines carefully before you choose a topic.**

You must look into a contemporary social issue and persuade your audience to support your position on the issue. You must use ethical and cross disciplinary arguments to support your position. **Before you can take a position, it is expected that you research your topic from varying points of view points and examine arguments both “pro” and “con”.** Only after you have researched your topic from different viewpoints and gathered facts from many resources will you be able to synthesize the material and make a logical argument.

When researching their chosen social ethical topic, you will be required to research the topics of **theology and history plus two [2] of the following disciplines** - visual and auditory communication [e.g. art, music or fine arts]; science and math; language, **literature**, culture; social sciences – displayed on the schematics that follow that best fit your chosen topic.

Academic Challenge Paper 2012

Beginning to write your academic challenge paper.

1. Search for topics of interest to you.
2. Read about your topic before you begin to gather information. Just read! Make sure you have enough background information to make an informed choice.
3. Begin your fact gathering. This means taking notes, highlighting articles and filling in fact charts.
4. The following charts will help you gather information that will eventually help to see the interconnectedness of the areas you will research. A well chosen topic will have numerous points of views that you need to separate into pros and cons and look to integrate the supporting materials across curriculums.
5. As you read an article, file it under history or science or whatever category it falls under and then jot down some brief notes on the worksheet so you will know which ones you will want to pull up to include in your paper.
6. Attach copies of articles and internet information and sites to your worksheets. Have your internet sites approved. File them together in preparation for cross referencing and comparing arguments. Use a jump drive to save information and create a folder on the server or use web-based e-mail.
7. You will have a lot more information than you actually include in your paper if you are doing a good job of researching. Use compelling arguments supported by well documented facts. You should use books, magazines, journals, newspapers and articles. Use the online databases and once again be sure to have the websites approved by the advisor. Search all possible sources. (Do not stop doing research when you think you might have enough information. Be thorough.)
8. Condense the topic to a clearly definable position. It is easy to take on a topic that is too large and it ends up being poorly written because there is too much information to handle in the requirements of this paper
9. The reason you are separating and gathering information from all the disciplines is so you will be able to synthesize the material and be able to present the information based on your ability to see how all the disciplines work together to support your position.

History Work page


Start with looking up the history of your topic. What has impacted the topic both positively and negatively and date these facts. Use chart one to help you outline the things that pertain to your topic. Highlight any information that you see occurring in other areas of your research . These are the areas that will help you tie all your research together during the synthesis stage. You will continually be adding information to this pros and cons timeline as you read new articles pertaining to your subject. Look for chronology of events, policies and legislation, demonstrations and political movements, groups and leaders and also discoveries that have impacted the issue over time.

Date	Pros	Cons	Works cited	Notes
1979	law passed to.....		Title of book used	talked clearly about importance of....
1981		demonstrations to repeal law...	Newspaper...	pictures and viewpoints against new law



Theology Work page

Read about your topic and find sources that both support and negate your position. Enter them on the worksheet and highlight any data that seems to be in support or in agreement with other areas of your research. **Do not use the Bible as your source for your arguments.**

Date	Pro	Con	Work Cited	Notes
1980	Written in support of.... 		Papal Encyclical	ties in nicely with the passing of

Visual and Auditory Communication
Work page

Society reacts to many controversial subjects by communicating their viewpoints through music and art. You will see demonstrations using visual stimuli, musicians will write lyrics to express their feelings through a song. History is recorded through its music and art. By looking at a society's cultural reaction to a subject you will learn much about the why's and how's of peoples' reactions to topics. Look at the time period of your topic, look at what was happening locally, at the societal level and globally at that time. You will find numerous methods of expression on an equally expansive variety of topics. Take time to look at how the people felt and how they chose to express themselves.

Date	Pro	Con	Work Cited	notes
1980	Private showing of art at the Tate Gallery in favor of		Tate Gallery and Art World Magazine...	outrage at the passing of the bill.....
		outrage at the works by Justin Cage		

Science and Math Research

Work page

Use this section to find scientific evidence or proof to support your position. Make sure you use more than one study and that you look at the data and the sample that it was taken from. Present your statistical data in a clear concise manner using visuals such as graphs and charts.

Date	Pro	Con	Work Cited	notes
1981	data showing the decrease in...		Scientific American	direct correlation to the passing of..

Language and Culture
Work page

What is being written about the subject? What books and newspaper articles were being written to address the subject at the time or in retrospect? Is their literature from other countries addressing this topic? Global concerns need a global response. Look for how other cultures address your topic. Are there language barriers that affect your topic or the dissemination of information? Enter literature written at or about your time period onto your timeline. Reflect on what was being said.

Date	Pros	Cons	Works Cited	Notes

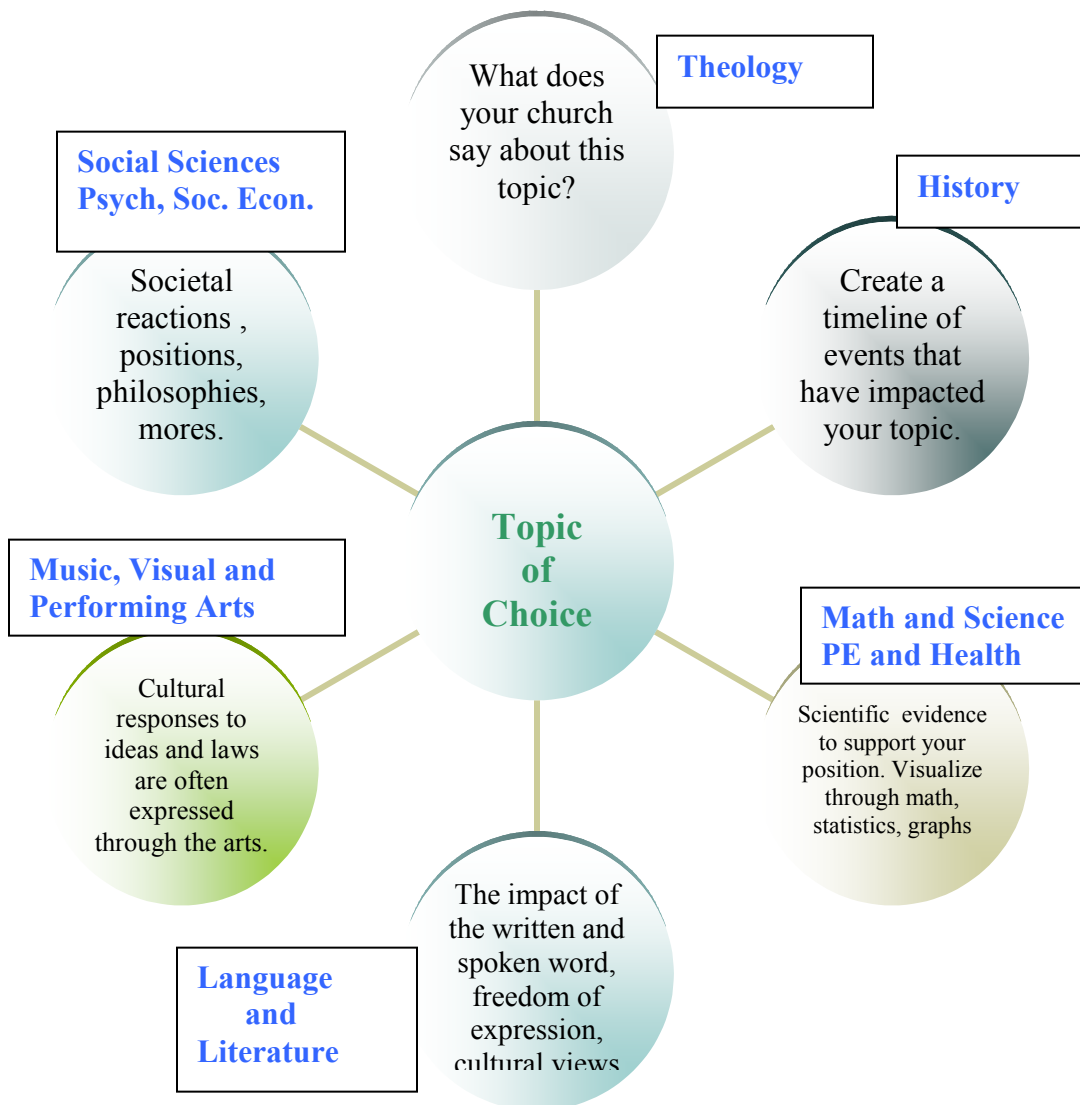
Social Sciences
Work page

What is society's economic reaction to this topic? Look at the impact on the economy as a whole as well as the impact on the individual. Are we looking at philosophical differences, social and religious differences? If you are looking at the sociological impact, look for cultural influences such as beliefs, values, norms and mores. Look for group influences, pressures for conformity, dynamics of social change, conflict, prejudice and aggression. When looking at psychology, look at individual behavior, human development, motivation, emotions, social thinking and attitudes and actions. Look politically at the power of government, the rights of individuals vs. the protection of common good and the impact that groups have on laws.

Date	Pros	Cons	Works Cited	notes

Topic and Topic Definition Paragraph

This should encircle the chart below and be able to be supported by your chosen areas of research. That one sentence is extremely important because it states exactly what position you take on the topic your paper is about!



Grading Rubric: 2012 Academic Challenge Paper

Student's Name _____

Item	Assessable Elements	Number of items	Point Sub-Total	Points Earned
<i>Fact Sheet</i> Due Monday, 10-24-11	Topic chosen, defined, research pros and cons ; position taken, four disciplines chosen, typed		50	
<i>Outline and Thesis</i> Due Monday, 11-28-11	Topic, thesis statement, position, sources and materials for all four disciplines, commonalities and threads that tie disciplines together, typed		150	
Finished Paper Due Monday, 1-30-12	See below for breakdown of credit		200	
<i>Disciplines Examined/Content</i>	Issue is examined from each of the four disciplines displayed in the previous schematic	4 disciplines, 30 points for each discipline examined	120	
<i>Language use</i>	Presence of appropriate language/style, awareness of audience		10	
<i>MLA In-Text Citation</i>	Source's name in sentence or parentheses, no comma between author and page number, periods after parentheses (except in long quotations), correctly indented and spaced long direct quotations, no page numbers when presenting database information; database or educational journals, books (no general websites)	At least 10 citations	20	
<i>MLA Works Cited Page and Presentation Format</i>	Entries in alphabetical order, correct order of information, correct punctuation, use of standard margins, use of hanging indents; title page/heading information in order	At least 10 entries on Works Cited Page	20	
<i>Conventions</i>	No contractions, misspellings, grammar errors; proper paragraph formatting, sentence structure		10	
<i>Synthesis and Conclusion</i>	Explore the commonalities and threads that tie the disciplines together and support your position		20	
			400 Total Points	Total Points Earned=

Any portion handed in late will receive a 0, yet it still must be handed in for credit.

SENIOR ASSESSMENT 2012

Postgraduate Plans: Where are you going?

Objective: To help determine your goals and the steps necessary to achieve them. Your future plans may include college, a career, a vocation, family, faith, etc. Requirements for this section include:

- A. **Resume Building:** Create two resumes – one for the present and one outlining where in life you plan to be 10 years from now relating to your career choice.
- B. **Career research paper:** Research a career you are interested in pursuing, and include the following information: job responsibilities, educational requirements, advantages and disadvantages, salary, the demand for workers in that field. In your paper, be sure to address the following: What attracted you to this field? What about your background (previous education, training, work, or skills) helped to prepare you for this career? What type of personal gratification do you expect to receive from this career? Use MLA format when citing your research. (Length requirement = a minimum of two pages.)
- C. **Career Interviews:** Conduct three interviews with individuals **who work in the career field you wish to pursue**. Include the name of the individual being interviewed, the person's job title and place of occupation. When conducting your interviews, use the same set of questions [6 – 10 questions] with all three individuals. The three [3] interviews that you conduct using your 6 to 10 questions also need to be turned in on the due date. *Questions must be approved by your teacher/mentor prior to conducting your interviews.* (Length requirement = each interview should be a minimum of one page.)
- D. **Postgraduate Plan:** Explain your intended major and college choice or future career choice if you are not going to college. What led you to make the decisions you have made? (Length requirement = a minimum of ½ page.)

DUE: November 7, 2011 BY 8:30 A.M.

Postgraduate Planning Rubric

Resume Building

All requirements (two resumes including present and future) met.
_____/20 points

Career Research Paper

All requirements (length, questions answered, research thorough) met.
_____/20 points

Career Interviews/Interview Process

All requirements (conducting three interviews with **pre-approved** developed, interesting questions consistent with your postgraduate plan) met.
_____/20 points

Post Graduate Plan

All requirements (major and college/career choices and decisions leading up to them) met.
_____/20 points

Planning and Organization

Writing for all components is well organized and well developed. Written work is cohesive.
_____/10 points

Language Use/Conventions

Vivid, specific, precise words used throughout consistently and effectively. Sentence structure is interesting, well developed, and varied. Correct spelling, capitalization, punctuation, grammar and usage enhance communication.

_____/10 points

Score: _____/100 points

SENIOR ASSESSMENT 2012

Personalized Budget: Freshmen Year of College

Each student will be required to **submit a copy** of their own estimated personalized budget for their first year of college. The groundwork for this portion of the senior assessment, as well as the format that it should be presented in, will be addressed during your senior **Economics** course this year at Notre Dame.

In addition to submitting an actual copy of your personalized budget, you will be required to **submit a short written explanation** in which you will be asked to identify where the money will come from to pay for your expenses [Examples of topics to consider can be [but are not limited to]: Will you have a full or part time job? Will you be stopping home on a weekly basis for money or will you have a checking account, credit card or debit card at your disposal? . . .] Be sure to include the cost of tuition, room and board/apartment, books, laundry, meals and/or groceries, transportation costs, and spending money in your list of expenses.

Due Date: Assigned during Senior Economics class by Mr. Lazewski

SENIOR ASSESSMENT 2012

Autobiography: Who Are You? Where Do You Come From?

Objective: To learn about and examine your past, your ancestors, and your family, and determine how these all affect your lives today.

A. Family History: Write a paper in which you explore where your ancestors came from, the traditions they established, the faith they practiced, and most importantly, **why this history is important to you.** How has it shaped who you are and how you behave? Why are your cultural values important to you? How important is the oral history of your family (the passing down of tradition, family stories, etc.)? **What makes your family unique?**
Length Requirement: 3-4 pages

B. Special Events and Relationships: Present the people (family, friends, teachers, coaches, etc.) who have influenced your life and the events that have helped shape who you are, and **explain why and how these people and events have influenced you.** You should complete this task in **whatever medium you feel best represents your talents and abilities,** including:

1. written essay or narrative
2. art work (sculpture, painting, etc.)
3. video presentation
4. on original piece of writing (play, short story, poem)
5. music (original song, soundtrack)
6. photo album/scrapbook
7. an original website
8. other forms you select, or a combination of the ideas listed above (must have it approved by the senior assessment committee)

- **ALL FORMS MUST INCLUDE A WRITTEN EXPLANATION THAT EXPLAINS YOUR PROJECT AND WHY THESE PEOPLE OR EVENTS ARE IMPORTANT TO YOU ***

DUE: MONDAY, MARCH 19, 2012 BY 8:30 a.m.

SENIOR ASSESSMENT 2012

Autobiographical Research Rubric

Requirements Fulfilled

All requirements (length, all questions answered for Family History section, written portion with Special Events and Relationships section, etc.) met

_____/50 points

Planning and Organization

Writing is well organized. Transitions are developed and paper is cohesive.

_____/40 points

Idea Development and Support

Ideas are fully developed. Examples are varied with significant details.

_____/50 points

Language Use

Vivid, specific, precise words used consistently and effectively. Sentence structure is interesting, well developed, and varied.

_____/40 points

Spelling, Capitalization, Punctuation, Grammar, Usage

Correct spelling, capitalization, punctuation, grammar and usage enhance communication.

_____/20 points

Score: _____/200

SENIOR ASSESSMENT 2012

PHILOSOPHY OF HEALTH and WELLNESS

How will you keep yourself physically and mentally healthy after graduation?

Specifics of this individual student health and wellness plan component will be explained during Physical Education class by Mr. Geitner. Seniors who are pursuing an approved alternative form of PE [i.e. dance, YMCA fitness programs, interscholastic athletic team competition . . .] must see their senior PE instructor for details.

DUE DATE: Wednesday, 2-13-12 at 8:30 a.m.

SENIOR ASSESSMENT 2012

PERSONAL MISSION STATEMENT

Each student will be required to develop a personal mission upon which decisions and choices can be based. In order to develop a statement each student will need to reflect on the values and principles needed in order to live out life's mission. A methodology for determining your mission statement will be part of the Theology 12 curriculum.

DUE DATE: TBD by Father Mattimore, S. J. in Theology 12 classes.

SENIOR ASSESSMENT 2012

THEOLOGICAL REFLECTION ON COMMUNITY SERVICE

This will be your final community service reflection paper. As in the past, you will be required to discuss several service experiences and the impact they have had on you and your community. Specific requirements will be discussed as part of your Theology 12 curriculum.

DUE DATE: 4-16-12 at 8:30 a.m.

SENIOR ASSESSMENT 2012

CULMINATING REFLECTION: What have you learned?

The final component of the Individual Senior Assessment requires you to reflect on the Senior Assessment process and other areas of school not previously included. The following questions must be answered [**Length requirement: ½ page per question**]:

- Talk about your experiences [social, emotional, spiritual, academic, extracurricular] at Notre Dame High School.
- The most difficult part of this portfolio was . . . [explanation]
- The piece I am most proud of is . . . [explanation]
- One thing that I would like to have done better . . . [explanation]
- What I learned from completing this project . . . [explanation]
- This project could be improved by . . . [please cite specific examples]

DUE DATE: Tuesday, 5-29-12

SENIOR ASSESSMENT 2012

Comprehensive Senior Assessment Individual Presentation Requirements

For your individual presentations, you will be required to present at least one part of each of the seven parts of your project in a **20 minute time slot**, in front of an independent panel of local business people, Board of Trustee members and friends of ND. For example, the Postgraduate Plan consists of four parts, so you may want to only present your college choice. However, **you must include something from each of the sections:** Postgraduate Planning, Freshman Year Budget, Academic Challenge Paper, Physical Education/Health Research, Personal Mission Statement, Autobiographical Research, and Theological Reflection..

The most difficult part of preparing for this presentation will be transitioning from one piece to the next. You do not need to go in the order they were assigned; instead, **find the common thread between each piece and link them together.**

Be sure to study the rubric when preparing for your presentation so you will be familiar with what the panel is looking for in grading you. You are expected to meet with your faculty mentor prior to your presentation to practice and to be sure you are including all of the parts. **It is your responsibility to set up a time far enough in advance of your assigned presentation date so that you can make any adjustments that may be necessary.**

Presentation Dates: 5/21 – 24/12 [Time slots will be assigned by Mr. Rapone]

CATEGORY	5	4	3	2	1
<p>Meaning: The degree to which the speaker demonstrates understanding of the main ideas.</p> <p>Organization: The degree to which there is a planned structure for conveying information in a clear and concise format.</p> <p>Language: The degree to which the speaker uses words, sentence structure, and sentence variety to communicate information to the audience.</p> <p>Delivery: The degree to which the presentation is fluent, clear, audible, and uses correct pronunciation. Effective use of voice and visual aids.</p> <p>Content: The degree to which the presentation covers the required areas listed.</p> <p>Appearance: The degree to which the presenter demonstrates a professional appearance</p>	<p>Shows exceptional understanding of ideas through use of pertinent examples and facts.</p> <p>Exceptionally organized throughout the entire presentation. Clear evidence of planning through logical progression. Had a clear focus.</p> <p>Shows superior use of precise, sophisticated language with varied vocabulary and sentence structure.</p> <p>Shows superior use of public speaking skills. Was clearly audible, made use of professional stance and appearance. Used visual aids creatively and effectively enhanced the presentation.</p> <p>Presentation areas exceptionally and effectively covered.</p> <p>Exceptional Appearance</p>	<p>Shows full understanding of ideas through use of pertinent examples and facts.</p> <p>Fully organized throughout the entire presentation. Clear evidence of planning through logical progression. Had a clear focus.</p> <p>Shows consistent use of precise, sophisticated language with varied vocabulary and sentence structure.</p> <p>Shows consistent use of public speaking skills. Was clearly audible, made use of professional stance and appearance. Showed effective use of visual aids.</p> <p>Presentation areas covered effectively.</p> <p>Very Good Appearance</p>	<p>Shows basic understanding of ideas through use of basic examples and facts.</p> <p>Shows basic organization during the presentation. Some evidence of planning through logical progression. Had a clear focus.</p> <p>Shows basic use of precise, language with varied vocabulary and sentence structure.</p> <p>Shows basic use of public speaking skills. Was audible and used somewhat professional stance and appearance. Shows basic knowledge and use of visual aids.</p> <p>Presentation areas cover adequately.</p> <p>Satisfactory Appearance</p>	<p>Shows limited understanding of ideas through limited use of examples and facts.</p> <p>Shows limited organization during the presentation. Limited evidence of planning.</p> <p>Shows limited use of language with some varied vocabulary and sentence structure.</p> <p>Shows limited use of public speaking skills. Could have been louder and made use of a more professional stance and appearance. Showed very limited knowledge and use of visual aids.</p> <p>Presentation areas lacking or covered minimally.</p> <p>Sub Par Appearance</p>	<p>Shows minimal understanding of ideas.</p> <p>Shows organization. Minimal evidence of planning. Minimal focus.</p> <p>Shows minimal use of language with little use of varied vocabulary and sentence structure.</p> <p>Shows minimal use of public speaking skills. Could barely be heard. Distracted by appearance and too much nervous movement. Showed no use of visual aids.</p> <p>Presentation areas covered at an unacceptable level..</p> <p>Unacceptable Appearance</p>

___ Postgraduate Plan
 ___ Freshman Year Budget
 ___ Academic Challenge Paper

___ Autobiographical
 ___ Theological Reflection
 ___ Personal Mission Statement

___Philosophy of Health and Wellness

Senior Assessment 2012 Group Project

The 2012 Senior Assessment Group Project will be announced in your senior level Government and Politics class by Mrs. Calarco.

Stay tuned for more information!

GROUP PROJECT SENIOR ASSESSMENT TOPIC _____

Directions: Please rate the presentation by placing the number appropriate for each quality on the score line provided. Raters may also assign .5 credit levels (e.g. 4.5, 3.5...)

	5 A 	4 B 	3 C 	2 D 	1 F
Purpose and Problem Score _____	Statement of problem was clear. The problem was relevant, well defined, and resulted in an outstanding viable solution.	State of purpose was clear. The problem was relevant, clearly defined, and resulted in a viable solution.	Statement of purpose was adequate. The problem was marginally relevant, adequately defined, and resulted in an adequate solution.	Statement of purpose was not clear. The problem was relevant, not clearly defined, and resulted in a somewhat viable solution.	Statement of purpose was missing. The problem was not relevant, not clearly defined, and did not result in a viable solution.
Organization Score _____	Extremely well organized; logical format that was easy to follow, flowed smoothly, and was cleverly conveyed. Organization enhanced the effectiveness of the project.	Presented in a thoughtful manner. Signs of organization and transitions were easy to follow and helped to enhance the project.	Presented in a somewhat organized manner. Signs of organization and transitions were somewhat present but did not help to enhance the project.	Presented in a somewhat unorganized manner. Signs of organization and transitions were not present and did not help to enhance the project.	Choppy and confusing. Format was not clear and very difficult to follow. Lack of organization seriously distracted the audience.
Research Score _____	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; utilized different resources to make project effective.	Did an excellent job of researching information; soliciting material; brought in personal ideas and information to enhance project; utilized different resources to make project effective.	Did a sufficient job of researching information; solicited material and utilized different resources to make project effective.	Used the material provided in an acceptable manner, but did not consult additional resources.	Did not utilize resources effectively, did little or no fact gathering on the topic.
Creativity Score _____	Was extremely clever and original. Had a unique approach that enhanced the project. Visual aides showed exceptional planning and effort, were appropriate, and could be easily seen by the audience.	Was clever and thoughtful. Had a unique approach that enhanced the project. Visual aides showed planning and effort, were appropriate, and could be easily seen by the audience.	Was clever and consistent. Visual aides showed planning and effort, were somewhat appropriate, and could be seen by the audience.	Added a few original touches but did not incorporate it throughout. Visuals showed some planning and effort and were somewhat related to the presentation. Could be seen by audience.	Little creative energy used. Visual aides showed little planning and effort. Visuals were unrelated and did not support the presentation. Could not be easily seen by the audience.
Presentation Mechanics Score _____	Was engaging, provocative, and extremely creative. Captured the interest of the audience throughout the entire presentation.	Was very well done and interesting. Presented in a unique manner and very well organized.	Was interesting and presented clearly and precisely. Organized in a logical way.	Was interesting and logical, at times, but lacked consistent organization.	Was not organized effectively, not easy to follow, and did not keep the interest of the audience.
Appearance Score _____	Excellent!	Very Good	Satisfactory	Sub Par	Unacceptable

SENIOR ASSESSMENT 2012

Senior Group Presentation Team Evaluation Form

Your Name _____ Member You are Evaluating _____

Rating scale:

- 5 - Excellent!!!!**
- 4 - Very Good!!**
- 3 - Good!**
- 2 - Satisfactory**
- 1 - Not Acceptable**

___ 1.) Member was present at all meetings [unless s/he had a legitimate reason not to attend]

___ 2.) Member maintained a positive attitude and was cooperative throughout the group process.

___ 3.) Member completed a sufficient amount of research to contribute to the project.

___ 4.) Member played an active role in organizing the group presentation

___ 5.) Member took an equal part in the presentation portion.

Please return this form to your faculty advisor after you have completed it!