

September 14, 2009

Members of the Graduating Class of 2010: RE: 2009-2010 Senior Assessment

This packet contains “everything that you wanted to know about the 2009-2010 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 include:

- Be present in school and on time for your regularly scheduled Homeroom Period 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. **Late projects will receive NO CREDIT, yet will still need to be completed, turned in to your advisor and receive a passing grade in order to be eligible for overall credit.**
- 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

### 2009-2010 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	9/21/09 [8:30 a.m.]	
Fact Sheet	10/13/09 [8:30 a.m.]	50
Outline and Thesis Statement	11/30/09 [8:30 a.m.]	150
Finished Paper	2/1/10 [8:30 a.m.]	200
Postgraduate Plan	10/26/09 [8:30 a.m.]	100
Freshman Year College Budget	[ <b>Economic Class Project</b> ]	50
Physical Education/Health Research	2/17/10 [ <b>8:30 a.m.</b> ]	50
Personal Mission Statement	[ <b>Theo 12 Class Project</b> ]	50
Autobiographical Research	3/16/10 [8:30 a.m.]	200
Theological Reflection on Community Service	<b>4/19/10 [8:30 a.m.]</b>	100
Culminating Reflection	6/4/10	50

**N.B. Individual components not turned in by the established deadline will receive a zero**, yet all components must eventually be turned in and receive a passing grade to be eligible for overall passing credit. Students will have two weeks from the time of return of a component grade to receive a minimum grade of 65% on any failing component.

Students who fail to meet this expectation will still be required to achieve a satisfactory grade on the component[s] **as well as return to ND after our June 5, 2010 graduation ceremony** in order to qualify for a diploma on Moving Up Day. The moral of this story is complete assignments correctly the first time and hand them in on time!

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

<b>Individual Oral Presentations</b>	5/10 - 12/10	200
<b>Group Presentations</b>		
Groups and Topics Assigned	3/16/10	
Group Presentation Mandatory Review by Group Advisor [ <b>Final Deadline</b> ]	TBD by Advisor	50
Group Presentation - Oral	6/1-3/10	200
Group Presentation - Team Evaluation	After Presentation	50
<b>TOTAL POINTS -</b>		<b>1500</b>

## **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 2010

### ACADEMIC CHALLENGE PAPER – SOCIAL ETHICAL ISSUE

Length	Minimum 8 pages
Type	12 pt
Cited	Yes, <b>MLA method is required</b> , 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 <b>minimum</b> number is <b>ten valid</b> sources..

**Date to assign:** September 14, 2009

**Due date:** February 1, 2010

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.

You are required to research your topic of choice by examining it from the viewpoint of each of the six [6] disciplines displayed on the schematic which follows.

## Academic Challenge Paper 2010

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 to 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.





Visual and Auditory Communication  
Workpage

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		

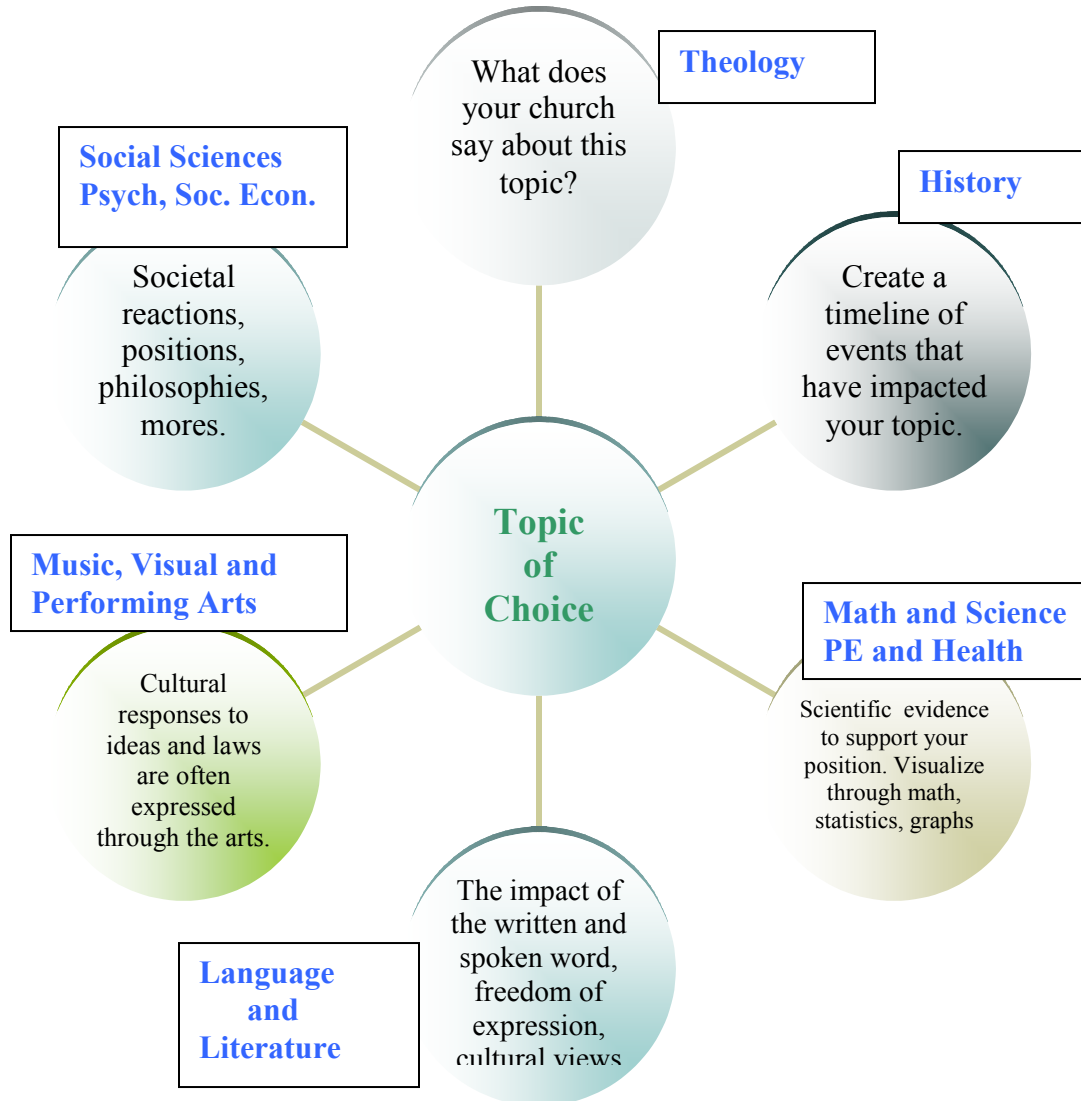






# Topic and Topic Definition Paragraph

This should encircle the chart below and be able to be supported by the six different 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: 2010 Academic Challenge Paper**

Student's Name \_\_\_\_\_

<b>Item</b>	<b>Assessable Elements</b>	<b>Number of items</b>	<b>Point Sub-Total</b>	<b>Points Earned</b>
<i>Fact Sheet</i> <b>Due Tuesday, 10-13-09</b>	Topic chosen, defined, <b>research pros and cons</b> ; position taken, six disciplines chosen, typed		50	
<i>Outline and Thesis</i> <b>Due Monday, 11-30-09</b>	Topic, thesis statement, position, sources and materials for all six disciplines, commonalities and threads that tie disciplines together, typed		150	
Finished Paper <b>Due Monday, 2-1-10</b>	See below for breakdown of credit		200	
<i>Disciplines Examined/Content</i>	Issue is examined from each of the six disciplines displayed in the previous schematic	6 disciplines, 20 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 2010

### 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: OCTOBER 26, 2009 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 2010**

### **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 2010**

### **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, 2-17-10 at 8:30 a.m.**

## **SENIOR ASSESSMENT 2010**

### **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 2010

### **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: TUESDAY, MARCH 16, 2010 BY 8:30 a.m.**

## **SENIOR ASSESSMENT 2010**

### **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 2010**

### **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: 4-19-10 at 8:30 a.m.**

## **SENIOR ASSESSMENT 2010**

### **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: Friday: 6-4-10**

## SENIOR ASSESSMENT 2010

### 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: 5/10 - 12/10 [Time slots will be assigned by Mr. Rapone]

<b>INDIVIDUAL PRESENTATION SENIOR ASSESSMENT</b> Name _____					
<b>CATEGORY</b>	<b>5 (A)</b>	<b>4 (B)</b>	<b>3 (C)</b>	<b>2 (D)</b>	<b>1 (F)</b>
<b>Meaning:</b> The degree to which the speaker demonstrates understanding of the main ideas.	Shows exceptional understanding of ideas through use of pertinent examples and facts.	Shows full understanding of ideas through use of pertinent examples and facts.	Shows basic understanding of ideas through use of basic examples and facts.	Shows limited understanding of ideas through limited use of examples and facts.	Shows minimal understanding of ideas.
<b>Organization:</b> The degree to which there is a planned structure for conveying information in a clear and concise format.	Exceptionally organized throughout the entire presentation. Clear evidence of planning through logical progression. Had a clear focus.	Fully organized throughout the entire presentation. Clear evidence of planning through logical progression. Had a clear focus.	Shows basic organization during the presentation. Some evidence of planning through logical progression. Had a clear focus.	Shows limited organization during the presentation. Limited evidence of planning.	Shows organization. Minimal evidence of planning. Minimal focus.
<b>Language:</b> The degree to which the speaker uses words, sentence structure, and sentence variety to communicate information to the audience.	Shows superior use of precise, sophisticated language with varied vocabulary and sentence structure.	Shows consistent use of precise, sophisticated language with varied vocabulary and sentence structure.	Shows basic use of precise, language with varied vocabulary and sentence structure.	Shows limited use of language with some varied vocabulary and sentence structure.	Shows minimal use of language with little use of varied vocabulary and sentence structure.
<b>Delivery:</b> The degree to which the presentation is fluent, clear, audible, and uses correct pronunciation. Effective use of voice and visual aids.	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.	Shows consistent use of public speaking skills. Was clearly audible, made use of professional stance and appearance. Showed effective use of visual aids.	Shows basic use of public speaking skills. Was audible and used somewhat professional stance and appearance. Shows basic knowledge and use of visual aids.	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.	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.
<b>Content:</b> The degree to which the presentation covers the required areas listed.	Presentation areas exceptionally and effectively covered.	Presentation areas covered effectively.	Presentation areas cover adequately.	Presentation areas lacking or covered minimally.	Presentation areas covered at an unacceptable level.
<b>Appearance:</b> The degree to which the presenter demonstrates a professional appearance	Exceptional Appearance	Very Good Appearance	Satisfactory Appearance	Sub Par Appearance	Unacceptable Appearance

Postgraduate Plan  
 Freshman Year Budget  
 Academic Challenge Paper

Autobiographical  
 Theological Reflection  
 Personal Mission Statement

Philosophy of Health and Wellness

## Senior Assessment 2010

### Group Project Information

Your group will be assigned a **community-based** problem to solve and present before a panel of community members. As a group, you will be responsible for completing the following tasks:

1. **Define** the problem.
2. **Brainstorm** ideas, people involved, information needed and possible solutions to the problem you have been assigned.
3. **Gather data.** Through research, interviews, and surveys, become aware of the demographic data, perceptions, and the current state of the issue. You are required to conduct at least **3 interviews** with people directly related to the problem. **If your group decides to develop a survey [which is not mandated], it must first be approved by your mentor advisor. Once approved, it must be distributed to at least 100 people in the community (exclusive of Notre Dame students).** Also, please be aware that you must receive permission from the proprietor of the establishment you wish to conduct surveys in front of, as many places may not allow it. If you need to survey students of other schools, you must first get permission from that school's Principal.

Many projects will also require funding. You need to speak to people (city council members, business owners, etc.) to find out if funding is available as if you were actually going to carry out this solution.

4. **Analyze the data and present both sides of the issue.** Include cost analysis (if applicable).
5. **Present what your group believes to be the best solution to your assigned topic and be prepared to defend it based on the information you have researched.**
6. **Develop an *Action Plan* for your solution.** An action plan involves the steps that must be taken and who must take them in order for your solution to be carried out.

**Senior Assessment Group Presentation Dates: June 1-3, 2010**

**8 – 11 a.m - Room 108**

**Good Luck!**

### Additional Requirements

- Your presentation must be on **PowerPoint**. Please remember that slides on power point are not supposed to include all the paragraphs you write in a report. They should only contain important points and/or graphics, and you can expand on any points or ideas orally.
- You will be given **30 minute timeslots** for your presentation. **Every group member must speak.**
- **Graphics, charts, posters, photographs, or other visuals** will greatly add to your presentation.
- Be prepared for the panel to ask you numerous **questions** on your research.
- Dress **professionally**.
- You are responsible **for meeting with your advisor and setting up meetings** throughout this process to check your progress and for advisement.

**Good Luck!**

**Senior Group Presentation Dates: 6/1-3/10 [Group presentation dates to be assigned by Mr. Rapone. Group topics to be determined by a blind draw on 3-16-10]**

**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...)**

<b>Quality</b> _____	<b>5 [A]</b>	<b>4[B]</b>	<b>3[C]</b>	<b>2[D]</b>	<b>1[F]</b>
<b>Purpose and Problem Score</b> _____	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.
<b>Organization Score</b> _____	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.
<b>Research Score</b> _____	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.
<b>Creativity Score</b> _____	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.
<b>Presentation Mechanics Score</b> _____	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.
<b>Appearance Score</b> _____	Excellent!	Very Good	Satisfactory	Sub Par	Unacceptable

**SENIOR ASSESSMENT 2010**

**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!**