Senior Project
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Senior Project Information

What is a "SENIOR PROJECT?"
It is a culminating senior project assessment for high school seniors, which allows students to demonstrate their ability to design and participate in a multi-phased research-based learning process. The Senior Project assists students in preparing for their future in higher education, technical institutions, or the workforce. This multifaceted task reinforces and refines complex skills such as:

- Long and short-term goal completion
- Professional communication
- Critical and creative thinking
- Time, task, and cost analysis
- Professional attitudes and basic knowledge application
- Insightful self-evaluation
- Time management
- Organization and planning
- Presentation strategies

All seniors at Dubiski Career High School are required to complete the Senior Internship Project. Grades earned for each element of the project will count in CTE courses. Please see the "Project Timeline" at the end of this handbook for information regarding how each element of the project will be weighted.
Senior Product Components
5 P's: Planning, Proposal, Paper, Product, Presentation

1. Develop a planning strategy by submitting a driving question, reflecting the major concentration of study.

2. Submit a proposal for a challenging project reflecting the major concentration of study.

3. Develop and write a research paper in your English or designated course.

4. Design and produce a related, rigorous, student-driven project or product.

5. Prepare an oral presentation for an authentic audience, consisting of business professionals, teachers, administrators, counselors, and community members.
Preparing a Product Proposal

In a professional workplace a proposal is required for almost any activity performed by a company. An advertising firm must propose a plan for a company's promotion. A construction company landscape service must submit a bid to be considered for a job. In everyday life, customers shop from place to place to get the highest quality for the most reasonable amount of money. Sales representatives often exhibit samples and examples to impress their prospective clients.

The project proposal could be considered the students sales pitch or bid for a job. It provides the student's CTE teacher with a framework to determine whether the project is immediately approved, approved for modifications, or should be resubmitted. The proposal is an instrument for planning a quality product. This also gives the students the valuable experience of planning, preparing, and presenting a proposal similar to the expectations found in a professional work environment.

The following page (page 9) will serve as a guide for developing a proposal.
Senior Project Proposal

Student Name _____________________________  Date ______________________
Pathway__________________    Advisor__________________

(Deliver to your CTE Senior Practicum Teacher)

Product: a tangible and creative outgrowth of student research; reflection of student's understanding.

Describe a challenge, topic, or issue that is important to you in your career path.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What are my questions about this challenge, topic, problem or issue?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

How is this an emerging trend to a real-world problem? How will this impact the real world?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
How do I plan to improve, solve, or engage with this challenge, topic or issue? Using the SMART goals resource on the next page, develop **three specific goals** that you will explore to direct your research. The goals should be phrased as questions first.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Why do you think this is the best plan of action?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

**What is your overall driving question for this product?** *(Tips: the driving question should NOT be Google-able, answered with a yes or no, and should create inquiry)*

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

**Things to consider in developing the project proposal:**
How does it solve a problem?
How does it provide new information or a new approach to solving a problem?
Does it reflect a diversity of research resources? Explain
Will it appeal to the interest of an audience?
Do you have access to the necessary materials?
Does it reflect your major field of study?
Does your project idea demonstrate creativity?
Will you be able to complete it within the time limits?
<table>
<thead>
<tr>
<th><strong>S – Strategic &amp; Specific</strong></th>
<th>The goal should identify a specific action or event that will take place. It answers the question: Who and What?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M – Measurable</strong></td>
<td>Include in the specific goal statement the measurements to be used to determine that the results or outcomes expected have been achieved. It answers the question: How?</td>
</tr>
<tr>
<td><strong>A – Attainable</strong></td>
<td>Goals should challenge people to do their best, but they also need to be achievable.</td>
</tr>
<tr>
<td><strong>R – Relevant &amp; Rigorous</strong></td>
<td>Goals need to pertain directly to the performance challenge being managed.</td>
</tr>
<tr>
<td><strong>T – Time Bound</strong></td>
<td>Allot enough time to achieve the goal but not too much time, which can affect project performance. It answers the question: When?</td>
</tr>
</tbody>
</table>
Sample Product Ideas

The following are possible ideas for products. Some of the ideas are major-specific while others are simply generic. Students should exhibit their own creativity when choosing a product. Students are only limited by their willingness to dream and follow through!

- Create a personal video package (radio/TV broadcasting)
- Conduct and analyze a patient/client survey (medicine)
- Produce a videotape of sample procedures (medicine, law)
- Design an informational packet
- Write (for publication) a newspaper article on a current, relevant topic
- Design a website for a small business, organization, or professional group (animation, media tech)
- Write an appellate brief (law)
- Compile an office reception area activity packet (medicine, law)
- Design a set of architectural blueprints (architecture, engineering)
- Create a photo journal of steps in project completion (engineering)
- Design and build a model of a project (architecture, engineering)
- Design a graphic (logo, advertisement, webpage) to be used by a business, organization, club, etc. (animation, graphic arts)
- Write a will in an acceptable legal format (law)
- Research and write pamphlets or booklets (graphic arts)
- Create a board game on a relevant topic on the career itself
- Create laminated charts, posters, etc. (graphic arts)
- Design and produce instructional media: video, audio, etc. (media tech)
- Draw a cartoon book explaining a process or a procedure
- Produce a "day in the life" video of your chosen major (media tech)
- Design a marketing campaign for a business or product (graphic arts, marketing)
- Research and design a menu for a restaurant with nutritional information (graphic arts, culinary)
- Set up an accounting system for a small business (banking & finance)
[ Intentionally Left Blank ]
Senior Capstone Research Paper
Benchmarks, Grading Guidelines, and Resources

As part of your senior capstone project, you will write a research paper. Although the proposal and presentation will be handled through your CTE class, your English teacher will facilitate the research paper portion of the project.

You will develop the research paper in six stages, each of which will be graded. See below for a description of each benchmark, its requirements, and recommended resources. If you need assistance, please attend your English teacher’s regularly scheduled tutorials. Do not wait until the last minute to do so!

Here is a video on the research process to help you get started:

http://www.youtube.com/watch?v=TikJPAXRDNk

**BENCHMARK #1: Annotated Bibliography**

**Due date:** TBD by teacher

**Requirements:** You must use EasyBib to create the annotated bibliography, which is an expanded version of your Works Cited page. In the “Annotation” section for each source, you must write:

- One or more sentences to summarize the source, and
- One or more sentences to explain how you plan to use the source in your essay. This part might include one or more of the following: specific pieces of information you plan to use, whether you agree or disagree with the author, whether this is outdated or cutting-edge information, whether you plan to compare/contrast this source with another one, etc.

**Resources:**

http://www.easybib.com

http://www.youtube.com/watch?v=Jgun4PXkbBE (WATCH THIS! The video’s creator walks you step-by-step through creating an annotated bibliography in EasyBib. Keep in mind that your annotations must conform to the requirements above – the creator of this video does not necessarily do so in her annotations. DO NOT ask your teacher for assistance until you have watched this video.)

http://dubiski.gpisd.org/Page/5304 (use “Evaluating Websites 1-4” to evaluate your sources’ credibility)

http://georgehwilliams.pbworks.com/f/Sample+Annotated+Bibliography,+Chris+Kowalczyk+{(English+300,+Fall+2008)}.png (sample annotated bibliography)

http://library.ucf.edu/images/Rosen/annotated-mla.JPG (sample annotated bibliography)
BENCHMARK #2: Thesis Statement

Due date: TBD by teacher

Requirements: Your thesis statement must be debatable and specific (see resource #2 below), and it must contain the following three components:

- Topic
- Claim
- Major points

The individual teacher will determine whether this will be turned in as an electronic or hard copy.

Resources:

http://www.youtube.com/watch?v=4sx42_C10zw (short, excellent video about the components of a thesis statement, with examples)

https://owl.english.purdue.edu/owl/resource/588/01/ (tutorial on making your thesis statement debatable and specific)

https://owl.english.purdue.edu/owl/resource/545/1/ (sample thesis statements for different types of essays)

BENCHMARK #3: Outline

Due date: TBD by teacher

Requirements: Please refer to the examples provided below. Keep in mind that each project is different, so the essay structure will not be the same for every student; however, the basic structure must include:

- An introduction that includes background information and a thesis statement
- Body paragraphs to address each point made in your thesis statement
- A conclusion

The individual teacher will determine whether this will be turned in as an electronic or hard copy.

Resources:

http://academictips.org/mla-format/wp-content/uploads/sites/6/2013/03/mlasamplepaper2.png (sample outline)
BENCHMARK #4: First Draft

Due date: TBD by teacher

Requirements: See grade checklist below. Teachers will also provide feedback, either written or verbal, to assist each student with making revisions for the second draft.

*** This document must be submitted electronically so that it can be entered into an automatic plagiarism-detecting program. Plagiarism will be grounds for a zero and disciplinary action, at the discretion of the teacher. Be sure to study the plagiarism resources below and see your teacher well in advance of the due date if you have questions about avoiding plagiarism. ***

Grade checklist for rough draft:

___ POINTS (out of 25) LENGTH: Meets the page requirement of 3-5 pages (points will not be deducted if it is longer, within reason).

___ POINTS (out of 25) FORMAT: Correctly used the template we provide, with MLA format (1-inch margins, 12 pt. Times New Roman, double-spaced, with the automatic 10 pt. space after paragraphs eliminated).

___ POINTS (out of 25) CONTENT & ORGANIZATION: Organization is present (intro, body, conclusion; thesis statement and topic sentences are highlighted).

___ POINTS (out of 25) SOURCES & DOCUMENTATION: In-text citations are correctly used and indicate use of at least five sources.
Resources:

https://owl.english.purdue.edu/owl/resource/747/2/ (examples of in-text citations)


http://teacher.scholastic.com/scholasticnews/indepth/upfront/features/index.asp?article=f102510_plagiarism (U. of Southern Mississippi’s online plagiarism tutorial, referenced in the above article)

http://www.youtube.com/watch?v=snmJj03R7EA (Xtranormal video: “The Principal and the Lazy Plagiarist”)

http://www.youtube.com/watch?v=ifXecOurapI (Xtranormal video: “In court for plagiarism”)

How long should each paragraph be? Here is a general guideline:

For a 5 page essay:
1. Introduction, about 3/4 to 1 page
2. Body point A, about 1 page
3. Body point B, about 1 page
4. Body point C, about 1 page
5. Conclusion, about 3/4 to 1 page

BENCHMARK #5: Second Draft

Due date: TBD by teacher

Requirements: This draft must exhibit substantial improvements in the content, organization, and development of ideas (not in grammar, usage, and mechanics). The teacher may, at his or her discretion, require that this draft be done using MS Word’s “track changes” feature or may use the “compare” tool to see what was changed since the first draft. A second draft exactly or almost exactly like the first draft may, at the teacher’s discretion, receive a zero. This draft will also be checked for plagiarism. The teacher will give verbal or written feedback to assist the student with editing for the final draft.

Resources:

http://www.fgcu.edu/WritingCenter/writingprocess.html (look at “Step Two: Evaluate Paragraphs”)
**BENCHMARK #6: Final Draft**

**Due date:** TBD by teacher

**Requirements:** The final, polished, perfect form of the essay will be graded according to the rubric below.

<table>
<thead>
<tr>
<th>Content</th>
<th>Organization</th>
<th>Documentation</th>
<th>Works Cited</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>27 Superior</strong></td>
<td><strong>23 Clear thesis plan/flows</strong></td>
<td><strong>20 Accurate</strong></td>
<td><strong>17 Correct format</strong></td>
<td><strong>13 Consistent/accurate</strong></td>
</tr>
<tr>
<td>Concrete examples, necessary definitions and explanations clarified; concrete word choice; aligns with proposal</td>
<td>Thesis and topic sentences are clearly linked; supporting details in each paragraph are clearly linked to the topic sentence; transitions aid the flow from idea to idea</td>
<td>In-text citations follow MLA guidelines accurately and consistently</td>
<td>Works cited page is formatted correctly using MLA format and contains at least five sources, including a personal interview</td>
<td>Fluent spelling, punctuation, word choice, and sentence structure</td>
</tr>
<tr>
<td><strong>23 Accurate/well-developed</strong></td>
<td><strong>20 Logical plan but some weak transitions</strong></td>
<td><strong>17 Few mistakes</strong></td>
<td><strong>14 Minor mistakes</strong></td>
<td><strong>11 Occasional errors, but not distracting</strong></td>
</tr>
<tr>
<td><strong>21 Acceptable/lacks sophistication</strong></td>
<td><strong>17 Inconsistent organization</strong></td>
<td><strong>15 Some improper citations</strong></td>
<td><strong>13 Incorrect format</strong></td>
<td><strong>9 Errors weaken effectiveness</strong></td>
</tr>
<tr>
<td><strong>18 Little evidence to support thesis</strong></td>
<td><strong>15 No apparent plan of organization</strong></td>
<td><strong>13 Incorrectly documented</strong></td>
<td><strong>11 Substandard form</strong></td>
<td><strong>8 Distracting errors that interfere with clarity</strong></td>
</tr>
</tbody>
</table>

**Resources:**

[http://writing.wisc.edu/Handbook/CommonErrors.html](http://writing.wisc.edu/Handbook/CommonErrors.html) (the most common errors that MUST be fixed before turning in the final draft)
Senior Project Presentation: General Information

The presentation schedule for Senior Projects is determined by the student signing up through their CTE pathway. Students from within their career pathway are scheduled to present at a designated time during the course of that day/evening.

Students who do not present their Senior Project on the day assigned will be
• Rescheduled to present the following morning for a maximum grade of 70
• Any student who does not present the following day will then present the following day for a maximum grade of 50.
• Research paper will drop 10 points a day.

Taking a zero on this assignment is NOT an option. Remember, the grade earned for the Senior Presentation will be reflected in your CTE Senior Practicum class. Senior project topics have been approved in advance by CTE teachers. Students will submit a draft and final proposal for approval. Upon final approval, deviations from the topic will result in a grade deduction.

Senior projects are evaluated by a panel of internship providers, community partners, mentors, teachers and DCHS staff members. The senior project grade is determined by averaging the total number of points awarded by each judge.
Presentation Preparation

STEP 1: Gather ideas

1. What are the major aspects of the project?
2. What problems were encountered?
3. What emotions were experienced while working through the project? (Anger? Excitement? Pride? Frustration?)
4. What personal growth was gained from the project?
5. Did the project affect future career plans?
6. How have I grown through the process of doing this project?

STEP 2: Organization

1. Use some type of visual organizer to plan out the presentation (examples: index cards, PowerPoint outline, or storyboard)
2. Plan the introduction. The introduction should have the following attributes:
   • Grab attention
   • Make topic clear
   • Take no more than 60 seconds
   • Uses quotations, readings, dramatics, jokes, surveys or other audience participation set, games, audio-visual devices, demonstrations, or questions
3. Plan the conclusion
4. Plan the display of the project
5. Plan the visual aids/props and test them to make sure that they are working properly
6. Decide how to integrate technology into the presentation

STEP 3: Speech Techniques to Remember

Eye contact - this is extremely important. Practice often enough that you rarely need to look at any notes. Remember this is a friendly audience that wants you to be successful.

Posture - stand proud. You have accomplished a great deal and should show pride in your accomplishments.

Voice - speak clearly and audibly so the whole audience can hear. Sound natural.

Gestures - use natural gestures to make points in the presentation. Over gesturing or distracting mannerisms should be avoided.

Props - practice using any props that are part of the presentation

Dress - wear professional dress. If wearing clothing appropriate for the profession (ex. Medical scrubs) will enhance the presentation the student may choose to do that.
STEP 4: Rehearse

1. The presentation should be well rehearsed and should last between 10-12 minutes.
   Presentations that are either too long or too short will receive a substantial point deduction.
   Presentations will be stopped at the 12-minute mark whether you are finished or not.

2. Make sure that your technology components work properly in advance of the presentation.
   Have a backup plan.

3. Make sure that any videos shown as part of the presentation do not exceed a total of 3
   minutes in length. Videos shown must clearly enhance the understanding of the topic and
   not be used as *fillers* for the presentation.
Teacher Review of Senior Presentation Plan

(The review will occur before the formal oral presentation - practice the presentation with the CTE teacher and peers)

Student Name________________________________ Date___________________

CTE Faculty Advisor__________________________ Pathway__________________

_______ The student's presentation matches the final project proposal submitted.
_______ The presentation focuses on a product or project that the student has developed.

Recommendations:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Teacher Signature ____________________________________________________________
## Project Timeline

<table>
<thead>
<tr>
<th>WHAT</th>
<th>TO WHOM</th>
<th>BY DATE</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Project intro.</td>
<td>CTE Senior Practicum</td>
<td>by November 7th</td>
<td></td>
</tr>
<tr>
<td>Driving Question draft</td>
<td>CTE Senior Practicum</td>
<td>by November 15th</td>
<td>1 major grade</td>
</tr>
<tr>
<td>driving Question draft 2 - gallery walk</td>
<td>CTE Senior Practicum</td>
<td>by November 22nd</td>
<td>1 major grade</td>
</tr>
<tr>
<td>Driving Question final</td>
<td>CTE Senior Practicum</td>
<td>by December 6th</td>
<td>1 major grade</td>
</tr>
<tr>
<td>Project proposal draft</td>
<td>CTE Senior Practicum</td>
<td>by December 12th</td>
<td>1 major grade</td>
</tr>
<tr>
<td>Project proposal draft 2 - teacher &amp; peer</td>
<td>CTE Senior Practicum teacher</td>
<td>by December 15th</td>
<td>1 major grade</td>
</tr>
<tr>
<td>Project proposal final</td>
<td>CTE Senior Practicum</td>
<td>by April 11th</td>
<td>2 major grades</td>
</tr>
<tr>
<td>Senior project dress rehearsal</td>
<td>CTE Senior Practicum</td>
<td>by April 30th</td>
<td>2 major grades</td>
</tr>
<tr>
<td>Senior Project Formal presentation</td>
<td>Authentic audience</td>
<td>Date TBD</td>
<td>3 major grades</td>
</tr>
</tbody>
</table>

**CTE Senior Practicum teachers are required to follow the due dates and grading weights.**

**CTE Senior Practicum teachers may add additional events, activities and grades to the Project Timeline to support student achievement.**
# Rubric for Résumé Writing – Senior Project

http://www.depts.ttu.edu/hs/ccfcs/

**Task Description:** Use a highlighter **ONLY**; circle the category and date. Reuse the same rubric. Use different colored highlighters and date each evaluation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Exceptional</th>
<th>Admirable</th>
<th>Acceptable</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Information</strong></td>
<td>15%</td>
<td>☐ Bolded and easily read</td>
<td>☐ Easily read</td>
<td>☐ Clear</td>
<td>☐ Unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Legal name</td>
<td>☐ Name</td>
<td>☐ Incomplete name</td>
<td>☐ Missing name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Complete address</td>
<td>☐ Address</td>
<td>☐ Incomplete address</td>
<td>☐ Missing address</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Complete phone number</td>
<td>☐ Phone number</td>
<td>☐ Incomplete phone number</td>
<td>☐ Missing phone number</td>
</tr>
<tr>
<td><strong>Headings</strong></td>
<td>40%</td>
<td>☐ Each heading serves a purpose for type of résumé</td>
<td>☐ Most headings serve a purpose for type of résumé</td>
<td>☐ Unnecessary headings included or lacking necessary headings</td>
<td>☐ Incomplete headings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Pertinent information fits job objective or personal statement</td>
<td>☐ Includes pertinent information under each heading</td>
<td>☐ Lacking pertinent information</td>
<td>☐ Information lacks dates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Information listed in reverse chronological order</td>
<td>☐ Information in some order</td>
<td>☐ Information in random order</td>
<td>☐ Incomplete descriptions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Well written descriptions</td>
<td>☐ Descriptions fairly well written</td>
<td>☐ Basic descriptions</td>
<td>☐ Criteria not relevant to stated objective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Criteria submitted meets stated objective</td>
<td>☐ Most criteria meets stated objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>15%</td>
<td>☐ Submits separate reference sheet and notes on résumé that references are available</td>
<td>☐ Notes that references are available</td>
<td>☐ Lists references on résumé</td>
<td>☐ No note or list of references</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>30%</td>
<td>☐ Typed; format correct</td>
<td>☐ Typed; format acceptable</td>
<td>☐ Typed; poor format</td>
<td>☐ Handwritten</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Thorough and on one page</td>
<td>☐ One page</td>
<td>☐ Crowd ed one page</td>
<td>☐ More than one page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Professional font</td>
<td>☐ Easily read font</td>
<td>☐ Difficult to read font</td>
<td>☐ Difficult to read</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Correct grammar, usage, mechanics, spelling</td>
<td>☐ Few grammar, usage, mechanics, spelling errors</td>
<td>☐ Several grammar, usage, mechanics, spelling errors</td>
<td>☐ Obvious grammar, usage, mechanics, or spelling errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Well organized</td>
<td>☐ Adequately organized</td>
<td>☐ Poorly organized</td>
<td>☐ Lack of organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ No abbreviations present</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment Score __________ Date __________
Assignment Score __________ Date __________
Assignment Score __________ Date __________
Assignment Score __________ Date __________
Assignment Score __________ Date __________
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# Rubric for Project Proposal – Senior Project

**Task Description:** Use a highlighter **ONLY**; circle the category and date. Reuse the same rubric. Use different colored highlighters and date each evaluation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4 Yes</td>
<td>3 Yes, but</td>
<td></td>
<td>No, but</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td>No, but</td>
<td>No</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Directly relevant to career pathway and internship organization</td>
<td>Somewhat relevant to career pathway and internship organization</td>
<td>Remotely related to career pathway and internship organization</td>
<td>Totally unrelated to career pathway and internship organization</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>10%</td>
<td>Good organization; points are logically ordered; sharp sense of beginning and end</td>
<td>Organized; points are somewhat jumpy; sense of beginning and ending</td>
<td>Some organization; points jump around; beginning and ending are unclear</td>
<td>Poorly organized; no logical progression; beginning and ending are vague</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>20%</td>
<td>Supporting details specific to subject</td>
<td>Some details are non-supporting to the subject</td>
<td>Details are somewhat sketchy. Do not support topic</td>
<td>Unable to find specific details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three specific goals are defined and provoke direct research</td>
<td>Three specific goals are defined and provoke direct research</td>
<td>Less than three goals are defined and provoke some inquiry</td>
<td>No goals are defined</td>
</tr>
<tr>
<td><strong>Career Preparation</strong></td>
<td>20%</td>
<td>In addition to meeting the Accomplished criteria, demonstrate a deep understanding of their chosen educational/professional goal</td>
<td>Thoughtfully reflects on career goals</td>
<td>Reflects on career goals in developing the project proposal</td>
<td>Does not reflect on career goals in developing the project proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pursues intensive experiences that advance their progress to educational/professional goal(s)</td>
<td>Plans for their educational/professional future</td>
<td>Shows evidence of career planning and development</td>
<td>Shows little evidence of career planning and development</td>
</tr>
<tr>
<td><strong>Grammar, Usage, Mechanics</strong></td>
<td>20%</td>
<td>No errors</td>
<td>Only one or two errors</td>
<td>More than two errors</td>
<td>Numerous errors distract from understanding</td>
</tr>
</tbody>
</table>

http://www.depts.ttu.edu/hs/ccfcs/
## Rubric for Project Proposal – Senior Project

<table>
<thead>
<tr>
<th>Interest Level</th>
<th>10%</th>
<th>□ Vocabulary is varied; supporting details vivid</th>
<th>□ Vocabulary is varied; supporting details useful</th>
<th>□ Vocabulary is unimaginative</th>
<th>□ Basic vocabulary; needs descriptive words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness</td>
<td>5%</td>
<td>□ Typed; clean; neatly bound in a report cover; illustrations provided</td>
<td>□ Legible writing, well-formed characters; clean and neatly bound in a report cover</td>
<td>□ Legible writing, some ill-formed letters, print too small or too large; papers stapled together</td>
<td>□ Illegible writing; loose pages</td>
</tr>
<tr>
<td>Timeliness</td>
<td>5%</td>
<td>□ Report on time</td>
<td>□ Report one class period late</td>
<td>□ Report two class periods late</td>
<td>□ Report more than one week late</td>
</tr>
</tbody>
</table>

Assignment Score __________ Date __________
Assignment Score __________ Date __________
Assignment Score __________ Date __________
Assignment Score __________ Date __________
Assignment Score __________ Date __________
### Rubric for Employability Skills

**Task Description:** Use a highlighter **ONLY**; circle the category and date. Reuse the same rubric. Use different colored highlighters and date each evaluation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td>15%</td>
<td><img src="#" alt="Exhibits a positive attitude" /></td>
<td><img src="#" alt="Exhibits a positive attitude most of the time" /></td>
<td><img src="#" alt="Exhibits a positive attitude occasionally" /></td>
<td><img src="#" alt="Exhibits negative attitude" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Self-confident" /></td>
<td><img src="#" alt="Is self-confident most of the time" /></td>
<td><img src="#" alt="Little self-confidence" /></td>
<td><img src="#" alt="Lacks self-confidence" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Self-motivated" /></td>
<td><img src="#" alt="Is self-motivated most of the time" /></td>
<td><img src="#" alt="Little self-motivation" /></td>
<td><img src="#" alt="Lacks self-motivation" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Strong, positive contributor to employee morale" /></td>
<td><img src="#" alt="Is a contributor to employee morale" /></td>
<td><img src="#" alt="Seldom contributes to positive employee morale" /></td>
<td><img src="#" alt="Negative contributor to employee morale" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Receptive to new ideas and adapts to change" /></td>
<td><img src="#" alt="Usually receptive to new ideas and adaptive to change" /></td>
<td><img src="#" alt="Seldom receptive to new ideas; hesitant to adapt to change" /></td>
<td><img src="#" alt="Rejects new ideas; does not adapt well to change" /></td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>15%</td>
<td><img src="#" alt="Demonstrates honesty" /></td>
<td><img src="#" alt="Usually shows honesty" /></td>
<td><img src="#" alt="Sometimes shows honesty" /></td>
<td><img src="#" alt="Can be dishonest" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Demonstrates integrity" /></td>
<td><img src="#" alt="Usually shows integrity" /></td>
<td><img src="#" alt="Sometimes shows integrity" /></td>
<td><img src="#" alt="Can be deceitful" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Demonstrates tactfulness" /></td>
<td><img src="#" alt="Usually shows tactfulness" /></td>
<td><img src="#" alt="Sometimes shows tactfulness" /></td>
<td><img src="#" alt="Can be rude" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Shows discretion and good judgment" /></td>
<td><img src="#" alt="Usually shows discretion and good judgment" /></td>
<td><img src="#" alt="Sometimes shows discretion" /></td>
<td><img src="#" alt="Shows poor judgment and discretion" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Takes pride in work" /></td>
<td><img src="#" alt="Shows pride in some work, but not all" /></td>
<td><img src="#" alt="Rarely shows pride in work" /></td>
<td><img src="#" alt="Never shows pride in work" /></td>
</tr>
<tr>
<td><strong>Personal Improvement</strong></td>
<td>20%</td>
<td><img src="#" alt="Demonstrates an interest in self-improvement" /></td>
<td><img src="#" alt="Shows some interest in self-improvement" /></td>
<td><img src="#" alt="Occasionally shows an interest in self-improvement" /></td>
<td><img src="#" alt="Demonstrates no interest in self-improvement" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Demonstrates appropriate social skills" /></td>
<td><img src="#" alt="Shows appropriate social skills most of the time" /></td>
<td><img src="#" alt="Occasionally shows appropriate social skills" /></td>
<td><img src="#" alt="Demonstrates a lack of appropriate social skills" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Interacts positively with people of both genders and all ages" /></td>
<td><img src="#" alt="Interacts positively with people of both genders and all ages most of the time" /></td>
<td><img src="#" alt="Interacts positively and negatively with people of both genders and all ages" /></td>
<td><img src="#" alt="Interacts inappropriately with people" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="#" alt="Demonstrates respect for all cultures" /></td>
<td><img src="#" alt="Shows respect for all cultures most of the time" /></td>
<td><img src="#" alt="Occasionally shows respect for all cultures" /></td>
<td><img src="#" alt="Is disrespectful to people from different cultures" /></td>
</tr>
</tbody>
</table>
Rubric for Employability Skills

<table>
<thead>
<tr>
<th>Professional Image</th>
<th>15%</th>
<th>Dresses appropriately □</th>
<th>Neat and clean □</th>
<th>Poised □</th>
<th>Follows safety regulations for attire □</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Usually dresses appropriately □</td>
<td>Usually neat and clean □</td>
<td>Usually poised □</td>
<td>Usually follows safety regulations for attire □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes dresses inappropriately □</td>
<td>Sometimes is careless and unkempt □</td>
<td>Sometimes shows lack of poise □</td>
<td>Rarely follows safety regulations for attire □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dresses inappropriately □</td>
<td>Careless and unkempt □</td>
<td>Lacks poise □</td>
<td>Never follows safety regulations for attire □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>20%</th>
<th>Demonstrates dependability □</th>
<th>Completes duties □</th>
<th>Demonstrates responsibility for own actions □</th>
<th>Follows rules, regulations, and policies □</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Usually shows dependability □</td>
<td>Usually completes duties on time □</td>
<td>Usually shows responsibility for own actions □</td>
<td>Usually follows rules, regulations, and policies □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is sometimes undependable □</td>
<td>Duties are often completed late □</td>
<td>Sometimes does not accept responsibility for own actions □</td>
<td>Sometimes does not follow rules, regulations, and policies □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is often undependable □</td>
<td>Seldom completes duties □</td>
<td>Takes little responsibility for own actions □</td>
<td>Seldom follows rules, regulations, and policies □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Management</th>
<th>15%</th>
<th>Arrives on time and ready to perform □</th>
<th>Manages assignments so that completed on time □</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Usually arrives on time and ready to perform □</td>
<td>Usually manages assignment so that completed on time □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frequently arrives late; often unprepared to perform □</td>
<td>Procrastinates some of the time □</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrives late; unprepared to perform □</td>
<td>Procrastinates □</td>
</tr>
</tbody>
</table>

Assignment Score ___________ Date ___________
Assignment Score ___________ Date ___________
Assignment Score ___________ Date ___________
Assignment Score ___________ Date ___________
Assignment Score ___________ Date ___________
## Rubric for Multimedia Presentation – Senior Project

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<table>
<thead>
<tr>
<th>Criteria</th>
<th>weight</th>
<th>Exemplary</th>
<th>Admirable</th>
<th>Acceptable</th>
<th>Attempted</th>
</tr>
</thead>
</table>
| **Research of Topic**     | 25%    | □ Use of three or more sources, including at least two Internet and one print source; use of two search engines  
□ Variety of domain name suffix (.com, .edu, .net)  
□ Factual information is accurate  
□ Narrow focus of topic | □ Use of two sources, including at least one Internet source; use of one search engine  
□ Most information can be confirmed  
□ Topic could be more narrowly focused | □ Use of one Internet source  
□ Some errors in information  
□ Topic somewhat broad | □ Use of only one source  
□ Numerous errors in information  
□ Topic too general |
| **Organization**          | 15%    | □ Logical sequencing  
□ Menus and paths are clear  
□ Original; inventive; creative | □ Somewhat logical sequencing  
□ Menus and paths are mostly clear  
□ Original | □ Sequencing is poorly planned  
□ Menus and paths are sometimes confusing  
□ Little originality | □ Sequencing is confusing  
□ Menus and paths are confusing  
□ Inconsistent  
□ Rehash of other people's ideas |
| **Content**               | 25%    | □ Covers topic completely and in depth  
□ Content is readily understandable  
□ Media used contributes to understanding of topic | □ Covers topic  
□ Content is mostly understandable  
□ Media used mostly contributes to understanding of topic | □ Barely covers topic  
□ Content is somewhat understandable  
□ Media used somewhat contributes to understanding of topic | □ Does not adequately cover topic  
□ Content is confusing  
□ Media used does not contribute to understanding of topic |
Rubric for Multimedia Presentation – Senior Project

| Graphic Design | 25% | □ Effective combination of multimedia and persuasive design elements  
|                |     | □ Excellent use of navigational tools and buttons  
|                |     | □ Graphics effectively entice audience; accurately convey message  
| Mechanics      | 10% | □ Correct grammar, usage, mechanics, and spelling  
|                |     | □ All sources are correctly cited  

| Graphic Design | 25% | □ Good combination of multimedia and design elements  
|                |     | □ Adequate navigational tools and buttons  
|                |     | □ Visuals and images are attractive; adequately conveys message  
| Mechanics      | 10% | □ Few grammar, usage, mechanics, or spelling errors  
|                |     | □ Most sources are correctly cited  

| Graphic Design | 25% | □ Some use of multimedia and design elements  
|                |     | □ Some buttons and navigational tools work properly  
|                |     | □ Use of visuals and images is limited; message is conveyed  
| Mechanics      | 10% | □ Several grammar, usage, mechanics, or spelling errors  
|                |     | □ Some sources are incorrectly cited  

| Graphic Design | 25% | □ 0-1 media used  
|                |     | □ Buttons and navigational tools are absent or confusing  
|                |     | □ Use of visuals and images is confusing or absent; message is confusing  
| Mechanics      | 10% | □ Obvious grammar, usage, mechanics, or spelling errors  
|                |     | □ Sources are not cited  

Assignment Score _______ Date _______
Assignment Score _______ Date _______
Assignment Score _______ Date _______
Assignment Score _______ Date _______
Assignment Score _______ Date _______
Rubric for Oral Presentation - Senior Project

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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>50%</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Accurate</td>
<td>□ Mostly accurate</td>
<td>□ Partially accurate</td>
<td>□ Inaccurate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Appropriate</td>
<td>□ Mostly appropriate</td>
<td>□ Partially appropriate</td>
<td>□ Inappropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Detailed</td>
<td>□ Mostly detailed</td>
<td>□ Partially detailed</td>
<td>□ Not detailed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Organized</td>
<td>□ Mostly organized</td>
<td>□ Partially organized</td>
<td>□ Unorganized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Full understanding of topic</td>
<td>□ Good understanding of topic</td>
<td>□ Fair understanding of topic</td>
<td>□ Does not understand topic</td>
</tr>
<tr>
<td><strong>Verbal Skills</strong></td>
<td>20%</td>
<td>□ Speaks clearly</td>
<td>□ Speaks clearly most of the time</td>
<td>□ Speaks somewhat clearly</td>
<td>□ Speaks unclearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Projects voice</td>
<td>□ Projects voice most of the time</td>
<td>□ Projects voice somewhat</td>
<td>□ Weak voice projection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Pronounces all words correctly</td>
<td>□ Pronounces words most of the time</td>
<td>□ Pronounces some words incorrectly</td>
<td>□ Incorrect pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ No vocalized pauses (uh, um, well)</td>
<td>□ 1-5 vocalized pauses</td>
<td>□ 6-9 vocalized pauses</td>
<td>□ 10 or more vocalized pauses</td>
</tr>
<tr>
<td><strong>Non-Verbal Skills</strong></td>
<td>20%</td>
<td>□ Utilized eye contact well</td>
<td>□ Some eye contact</td>
<td>□ Rarely uses eye contact</td>
<td>□ Does not look at audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Appropriate facial expressions (smiles, appears interested)</td>
<td>□ Some appropriate facial expressions</td>
<td>□ Very few facial expressions</td>
<td>□ Expressionless</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Appropriate hand gestures</td>
<td>□ Some appropriate hand gestures</td>
<td>□ Very few appropriate hand gestures</td>
<td>□ No hand gestures shown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Exhibits good posture; stands up straight with both feet on the ground</td>
<td>□ Exhibits good posture most of the time</td>
<td>□ Poor posture most of the time</td>
<td>□ Sits, slumps, sways</td>
</tr>
<tr>
<td><strong>Mechanics/Visual Aids</strong></td>
<td>10%</td>
<td>□ Correct grammar; usage</td>
<td>□ Correct grammar most of the time</td>
<td>□ Sometimes uses poor grammar</td>
<td>□ Uses poor grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Correct spelling</td>
<td>□ 1-2 spelling errors</td>
<td>□ 3-5 spelling errors</td>
<td>□ 6 or more spelling errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Graphics and pictures are attractive and support theme</td>
<td>□ A few graphics are unattractive</td>
<td>□ Graphics and pictures are unattractive</td>
<td>□ Graphics and pictures detract from presentation</td>
</tr>
</tbody>
</table>

Assignment Score ___________ Date ___________
[ Intentionally Left Blank ]
Rubric for PowerPoint® Presentation – Senior Project

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Task Description: Use a highlighter **ONLY**; circle the category and date. Reuse the same rubric. Use different colored highlighters and date each evaluation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Strong Impact</th>
<th>Good Impact</th>
<th>Some Impact</th>
<th>Minimal Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>10%</td>
<td>□ Fully captures the attention of the audience</td>
<td>□ Captures the attention of the audience</td>
<td>□ Few audience members seem interested</td>
<td>□ Audience is not captured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Topic has a clear focus</td>
<td>□ Topic is mostly focused</td>
<td>□ Topic focus is vague</td>
<td>□ No topic focus</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>50%</td>
<td>□ Accurate</td>
<td>□ Mostly accurate</td>
<td>□ Partially accurate</td>
<td>□ Inaccurate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Organized</td>
<td>□ Mostly organized</td>
<td>□ Partially organized</td>
<td>□ Unorganized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Fully understands topic</td>
<td>□ Understands topic</td>
<td>□ Fair understanding</td>
<td>□ Does not understand</td>
</tr>
<tr>
<td><strong>Writing, Mechanics; Text Elements; Citations</strong></td>
<td>20%</td>
<td>□ No errors in grammar, usage, mechanics, spelling</td>
<td>□ Text is written with little or no editing required</td>
<td>□ Grammar, usage, mechanics, and spelling impair readability</td>
<td>□ Grammar, usage, mechanics, and spelling errors distract; major editing needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Text elements easy to read (fonts, size)</td>
<td>□ Text elements are somewhat easy to read, but do not distract from the presentation</td>
<td>□ Text elements are too busy or are difficult to read</td>
<td>□ Text elements extremely difficult to read</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Background and color enhance readability of text</td>
<td>□ Background and color distract from readability</td>
<td>□ Background and color distract and make text difficult to read</td>
<td>□ Choice of background and color needs improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Sources are properly cited so audience can determine credibility</td>
<td>□ Most sources of information are properly cited</td>
<td>□ Some sources are not properly cited</td>
<td>□ Most sources are incorrectly cited</td>
</tr>
<tr>
<td><strong>Layout</strong></td>
<td>10%</td>
<td>□ Includes placeholders, such as title, bulleted list, and graphics</td>
<td>□ Includes some titles, bulleted lists, and graphics</td>
<td>□ Minimal use of layout placeholders</td>
<td>□ Poor use of placeholders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Appropriate use of white space</td>
<td>□ Too much text; distracts from white space</td>
<td>□ Text dominates slide</td>
<td>□ Slide is too full</td>
</tr>
<tr>
<td><strong>Graphics, Sound, Animation</strong></td>
<td>10%</td>
<td>□ Enhances overall theme</td>
<td>□ Somewhat enhances theme, but are lacking in resolution or quality</td>
<td>□ Seems unrelated to theme; poor quality, resolution</td>
<td>□ Unrelated to theme and distracts from content; inappropriate</td>
</tr>
</tbody>
</table>

Assignment Score ___________  Date ___________  Assignment Score ___________  Date ___________
Assignment Score ___________  Date ___________  Assignment Score ___________  Date ___________
Assignment Score ___________  Date ___________
Using scissors, carefully cut across the entire paper along the vertical dashed lines.

Assembly required. Instructions not included. Application open-ended.

It's Project Based Learning.