

Franklin High School



Internship Phase (Term 4) Assessment Guide

Inside: Checklists, Timelines, Assignments and Rubrics

Contents

FHS 2011-2012 SCHOOL CALENDAR.....	3
SUMMARY OF GRADING.....	4
OVERVIEW OF REQUIRED TASKS.....	5
REQUIRED ELEMENTS OF THE E-PORTFOLIO.....	6
FINAL REFLECTION ASSIGNMENT.....	7-8
RUBRICS: WEEKLY REFLECTION.....	9
RUBRICS: FINAL SELF REFLECTION.....	10
RUBRICS: FINAL EVALUATION OF STUDENT BY FHS TEACHER MENTOR.....	11
RUBRICS: FINAL EVALUATION OF STUDENT BY SITE ADVISOR.....	12
BI-WEEKLY SITE ADVISOR CHECK-IN FORM.....	13
WEEKLY CHECK-IN FORM (WITH FHS TEACHER MENTOR)	14
WORK TIME SHEET	15
WEEKLY REFLECTIONS.....	16
TIPS FOR PERPARING FOR YOUR FINAL EXHIBITION.....	17
EXHIBITION PREP WITH FHS TEACHER MENTOR (FORM).....	18
RUBRICS: FINAL EXHIBITION.....	19

Franklin Public Schools Calendar for 2011-2012

August					September					October					November				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5				1	2	3	4	5	6	7		1	2	3	4
8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	21	22	23	24	25
29	30	31			26	27	28	29	30	31					28	29	30		

December					January					February					March				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
			1	2	2	3	4	5	6			1	2	3				1	2
5	6	7	8	9	9	10	11	12	13	6	7	8	9	10	5	6	7	8	9
12	13	14	15	16	16	17	18	19	20	13	14	15	16	17	12	13	14	15	16
19	20	21	22	23	23	24	25	26	27	20	21	22	23	24	19	20	21	22	23
26	27	28	29	30	30	31				27	28	29			26	27	28	29	30

April					May					June					July				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
	2	3	4	5		1	2	3	4					1		2	3	4	5
	9	10	11	12	7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
30					28	29	30	31		25	26	27	28	29	30	31			

Holidays & Vacations	
Labor Day	Sept. 5
Rosh Hashanah	Sept. 29
Columbus Day	Oct. 10
Veterans' Day	Nov. 11
Thanksgiving Recess	Nov. 23-25
No Lunoh	
Holiday Recess	Dec. 25-Jan. 2
Martin Luther King, Jr. Day	Jan. 16
Winter Recess	Feb. 20-24
Good Friday	Apr. 6
Spring Recess	Apr. 16-20
Memorial Day	May 28
Professional Development Days	
Aug. 30	Full day
Oct. 26	Half day
Nov. 8	Full day
Jan. 25	Half day
Mar. 7 & 23	Half day

Marking Periods		
ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
Term Endings	Term Ends/Report Cd	Term Endings
Dec. 1, 2011	Dec. 2, 2011	Nov. 4, 2011
Mar. 8, 2012	Mar. 12, 2012	Jan. 23, 2012
Last Day of School	Last Day of School	Apr. 2, 2012
		Last Day of School
Report Cards	Parent Conferences	Report Cards
Dec. 7, 2011	Dec. 8 & 9, 2011	Nov. 16, 2011
March 14, 2012	March 15 & 16, 2012	Feb. 1, 2012
Last Day of School		Apr. 12, 2012
Parent Conferences		June 22, 2012
Dec. 8 & 9, 2011		Parent Conferences
March 15 & 16, 2012		A-K = Nov. 17, 2011
FHS 1/2 Days	Final Exams	L-Z = Nov. 21, 2011
Oct. 19, 2011	Last 4 days of school	
March 23, 2012		
May 4, 2012	Graduation	
	June 1, 2012	

MCAS Testing: Gr. 3-8 ELA-Mar 20-Apr 2; Gr. 10 ELA-Mar 20-22; Gr. 3-8 Math-May 7-22; Gr. 10 Math May 15-16
 Gr. 5+8 Sci-May 8-22; Gr. 9-12 STE-Jun 5-6

See Page 2 for Specific Professional Development/Early Release Days
 for Elementary, Middle and High Schools.

Summary of Grading

Internship Phase (Term 4)



Students:

Senior Project Internship is worth 9 credits and you will receive a final grade for Senior Project on your Report card. Below, please find an outline of assignments and assignment weight. It is important to note the due dates, as the Senior Project Team will not accept late submissions.

Assignment		Points/Score	% of Term 4 Grade	Points
	Due			
Reflection 1	Week 1		10%	
Reflection 2	Week 2			
Reflection 3	Week 3			
Reflection 4	Week 4			
Final Self Reflection	5/18			
Exhibition Prep Form	5/22			
Mentor Teacher Evaluation	5/22		20 %	
Site Advisor Evaluation	5/22			
Self Evaluation	5/22			
e-Portfolio	5/22		20%	
Final Exhibition	5/23 5/24 5/25		50%	
Final Internship Grade for Term 4:				

Overview of Required Tasks for Internship Phase

Term 4



Students: Use this guide to help stay on-task. You can manage your time in a way that works for you- this is just a guide.

Suggested Time Frame	On-the-Job	Reflection	Performance Tasks	FHS Teacher Mentor
Week of 4/16- 4/20	Gather artifacts/ evidence Consider essential question Time sheet	Reflection 1 sent to Seminar Teacher (if you are not in Ms. O'Neill's Seminar course, you send your reflection to Mrs. Yankee)	Work on portfolio Consider the Final Exhibition	Check in and ask him/her sign off on Check-in Form
Week of 4/23- 4/27	Gather artifacts/ evidence Consider essential question Time Sheet + Check in Form	Reflection 2	Work on portfolio Consider the Final Exhibition	Check in and ask him/her sign off on Check-in Form
Week of 4/30-5/4	Gather artifacts/ evidence Consider essential question Time Sheet	Reflection 3	Work on portfolio Consider the Final Exhibition	Check in and ask him/her sign off on Check-in Form
Week of 5/7-5/11	Gather artifacts/ evidence Consider essential question Time Sheet + Check in Form	Reflection 4	Work on portfolio Consider the Final Exhibition	Check in and ask him/her sign off on Check-in Form
Week of 5/14-5/18	Finish Hours/ time sheet Finalize the selection of artifacts/ evidence Wrap up conclusions to Essential Question Provide Final Evaluation form to Site Advisor	Final Reflection Assignment	Work on portfolio Email link to your portfolio to Mrs. O'Neill. If you did not take her course, email link to Mrs. Yankee and Mrs. Hogan.	Provide "Final Evaluation by FHS Teacher Mentor" to the teacher
5/14- 5/21	Pick up completed Final Evaluation Form from Site Advisor.	Final Exhibition Prep Form	Finalize portfolio and make final edits (hand in all evaluations by email and then scan in for portfolio). Create Final Exhibition	Practice Final Exhibition for FHS Teacher Mentor (it is recommended to do this twice) Pick up final evaluations from Site Advisor and FHS Teacher Mentor
5/22-5/25	You will be scheduled to present your Final Exhibition to a panel on one of these dates, most likely in the evening.			

Required Elements of your Portfolio

Below is a checklist to ensure that all documents are included and all project guidelines are met. Team members evaluate your portfolio using the **ePortfolio Rubric**. Your ePortfolio is submitted at the Senior Project presentation in May (you will need to send your teacher a link to your portfolio. Criteria for this checklist may change; if this occurs, you are promptly notified.

Required ePortfolio Components:

Signed Forms

- Student Agreement Form
- Parent/Guardian Permission Form
- Site Advisor Agreement Form
- Guidance and Administration Permission Form
- Mentor Agreement Form
- Work Site Time Sheet

Course

- Research Paper Rough Draft
- Research Paper — Final

Proposal

- Application — Initial Proposal
- Final Proposal Form

Working Phase

- Bi-weekly Site Advisor Check-in Form
- Weekly Mentor Check-in Form
- Weekly Reflections- at least 5
- Final Reflection
- Site Advisor Performance Evaluation
- FHS Teacher Mentor Performance Evaluation
- Project Self-Evaluation
- Presentation Prep with Mentor
- Artifacts and Media from your experience as appropriate/allowed (video, photographs)
- Additional Documents — (for example: administrative approval, medical release form, drawings, plans, correspondence, goal-setting, (as applicable to work site).
- Email link to Mrs. O'Neill. If you did not take her course, email the link to Mrs. Yankee and Mrs. Hogan

e-Portfolio “Help Desk”

Monday through Friday 7:30-2:00, pending Mrs. Yankee’s availability

If you are confused or need any help at all with your portfolio:

Do not wait; immediately set up an appointment with Mrs. Yankee. Give plenty of notice. If the problem can be resolved over the phone, you can also call her office Monday- Friday at 508-528-5600, extension 3167. Email: yankeek@franklin.k12.ma.us

Portfolio Goals:

- Provide documentation
- Show growth over time
- Showcase accomplishments

Final Reflection Assignment
MUST BE TYPED! You can find this on ItsLearning
Senior Project: Student's Final Reflection

(To be completed by Senior Project STUDENT prior to the Final Exhibition)

Senior Project Student's Name: _____

Senior Project Site Advisor Name: _____

Name of Business/WORK Site: _____

Student: Comment about how you were able to use these skills while on-the-job, and provide a score.

1. Describe your Project in 25- 50 words.

2. How well did you manage your time to complete the project? Looking ahead to “life after high school”, what have you learned about time management, and what strategies should you consider going forward?

3. How did you use your site advisor's expertise?

4. How did you use your mentor's expertise?

6. What are you most proud of coming out of this experience, and why?

7. Describe the “picture” in your mind that you had for this project before it started. How does this “picture” compare with the actual experience?

8. Looking ahead to “life after high school”, what would you do differently if you were afforded a similar project or internship? What skills do you have to improve upon as you prepare for a career?

9. Optional: Please tell us how Senior Project can improve.

Rubrics: Weekly Reflection Rubric



Minimum of 4

(Assessed by Senior Project Seminar Teacher or SP Coordinator)

Student Name: _____ Date: _____

Name of FHS Teacher Mentor: _____

Senior Project Essential Question:

Students: You can earn up to 8 points for each weekly reflection.

	4 Advanced	3 Meets Expectations	2 Needs Improvement	1 Unsatisfactory
Weekly Reflection	The reflection includes a rich description of how the experience contributed to a greater understanding of self and others. The student is able to question his/her own biases, stereotypes, and/or assumptions and define new modes of thinking as a result.	The reflection moves beyond simple description of the experience. The reflection includes an analysis of how the experience contributed to student understanding of self, others, and essential question.	The reflection includes a description of the experience and minimally attempts to analyze how the experience contributed to the student's understanding of self.	The reflection includes a simple description of the experience but lacks an analysis of how the experience contributed to the student's understanding of self.
Essential Question	Student strongly connects his/her experience to his/her essential question and makes significant progress in forming conclusions.	The student connects his/her experience to his/her essential question and makes some progress in forming conclusions.	The student connects his/her experience to his/her essential question.	The student does not reference his/her essential question.

Score	Comments
/ 8	

Rubrics: Final Self- Reflection Assignment

Senior Project: Final Self-Reflection Rubric



(Assessed by Senior Project Seminar Teacher or SP Coordinator)

Student Name: _____

Name of Teacher Mentor: _____

Senior Project Essential Question: _____

	4 Advanced	3 Meets Expectations	2 Needs Improvement	1 Unsatisfactory
Reflection	The reflection includes a rich description of how the experience contributed to a greater understanding of self and others. The student is able to question his/her own biases, stereotypes, and/or assumptions and define new modes of thinking as a result.	The reflection moves beyond simple description of the experience. The reflection includes an analysis of how the experience contributed to student understanding of self, others, and essential question.	The reflection includes a description of the experience and minimally attempts to analyze how the experience contributed to the student's understanding of self.	The reflection includes a simple description of the experience but lacks an analysis of how the experience contributed to the student's understanding of self.
Connection to the future: "Life after High School"	Student makes a strong connection of the experience to his/her future plans. Student articulates five or more behaviors that he/she should engage in to improve time management, specific skills, maturity, and/or college/career readiness	Student makes a connection of the experience to his/her future plans. Student articulates several behaviors that he/she should engage in to improve time management, specific skills, maturity, and/or college/career readiness.	Student makes a connection of the experience to his/her future plans.	Student does not make a connection of the experience to his/her future plans.

Score	Comments
/ 8	

Rubrics: Evaluation of Student by FHS Teacher Mentor Senior Project: Performance Evaluation



(To be completed by Teacher Mentor prior to the student's Final Exhibition)

Senior Project Student's Name: _____

Senior Project Teacher Mentor Name: _____

Evaluation Area	Possible Tasks to Reference	Comments	Evaluation (4,3,2,1)
Communicate effectively through listening, speaking, writing, media, creating, and performing	Mentor meetings; Exhibition prep		
Read critically with understanding	Research for paper		
Solve problems effectively	Drawing conclusions to and thinking critically about his/her Essential Question.		
Observe and articulate interdisciplinary connections	Working phase of project; connections to research, etc.		
Knowledge and skills to promote health, safety, and well-being of self and others	Working phase of project: is student following safety protocols? Getting enough rest? Talking through challenges?		
Have respect for themselves and others	Meetings: Is student on time? Does he/she communicate schedule changes in advance?		
Be open-minded and compassionate	Feedback: Does the student respond well to it? Is the student reflective about his/her work?		
Make informed decisions and take responsibility for them	Response to feedback; mentor meetings		
Be involved in school and community activities	Maintaining relationships and fulfilling obligations at FHS. Going to AP courses if necessary and possible.		
Utilize effective problem solving strategies to resolve social and emotional problems	Reflection of working phase, balancing school/social life and Senior Project.		
Be responsible citizens	All phases of project		
SCORING GUIDE: 4 - ADVANCED 3 - PROFICIENT 2 - NEEDS IMPROVEMENT 1 - UNSATISFACTORY			

Rubrics: Evaluation of Student by Site Advisor

Senior Project: Performance Evaluation

(To be completed by Site Advisor prior to the student's Final Exhibition)

Senior Project Student's Name: _____

Senior Project Site Advisor Name: _____

Name of Business/Work Site: _____



Evaluation Area	Possible Tasks to Reference (not limited to these)	Comments	Evaluation (4,3,2,1)
Communicate effectively through listening, speaking, writing, media, creating, and performing	Communication on-the-job		
Read Critically with understanding	Reading pamphlets, plans, research, handbooks, etc. on-the-job		
Solve problems effectively	Response to on-the-job challenges		
Observe and articulate interdisciplinary connections	Observing/ reflecting about how departments impact one another, etc.		
Knowledge and skills to promote health, safety, and well-being of self and others	On-the-job safety precautions, overall sense of balance.		
Have respect for themselves and others	Interactions with colleagues, etc.		
Be open-minded and compassionate	Conversations about new ideas, interactions with clients and colleagues.		
Make informed decisions and take responsibility for them	Response to challenges, etc.		
Be involved in school and community activities	Participates in activities within the community, remains active in school clubs, etc.		
Utilize effective problem solving strategies to resolve social and emotional problems	Response to challenges, etc.		
Be responsible citizens	Is on time, communicates well with supervisor, and behaves ethically.		

SCORING GUIDE:

4 - ADVANCED 3 - PROFICIENT 2 - NEEDS IMPROVEMENT 1 - UNSATISFACTORY

Bi-Weekly Check-in Form

Site Advisor

(Minimum of three to be completed)



Student Name: _____

Site Advisor: _____

Student Progress:

Questions Discussed:

Next Steps:

Site Advisor Signature _____ Date _____

Student Signature _____ Date _____

Weekly Check-In Form

FHS Teacher Mentor

(Minimum of five to be completed)



*It is the **student's** responsibility to have this form at each meeting. Student should fill out the required information (below.) Failure to do so could impact your final evaluation from your Teacher Mentor.*

Senior Project Student Name: _____

Senior Project Teacher Mentor Name: _____

Student's Essential Question: _____

Student Progress (portfolio, internship, presentation, etc.):

Questions or Issues Discussed:

Next Steps (e-portfolio, internship, final presentation, etc.):

Mentor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Weekly Reflections

As part your project, you must write reflections throughout the work site hours. As you make entries, share the reflections with your mentor and class teacher. Entries should be sent to your teacher (Mrs. O'Neill, Mr. Yankee, or Mrs. Hogan). **Reflections are graded assignments (see Weekly Reflection Rubric in this guide).** These entries also help you to complete your *Project Self-Evaluation* (page 24).

Weekly Reflection Guidelines

Your journal must include at least five "dated" entries, each documenting your personal reflection in one or more of the following areas:

A. Direct Observation (primary data)

- Objective data — document what you actually see and hear. Please understand that in some situations the confidentiality of the people you observe must be maintained. Do not discuss work site personnel with anyone other than your site advisor.
- Subjective data — document how you felt and/or reacted to what you observed. Evaluate and record possible reasons for the work site personnel's behavior.

B. Indirect Observation (secondary data)

- Document facts you gained from your site advisor, an article, a chart, a folder, a case history, or other knowledgeable work site personnel. Record the source of this information.

C. Additional Information

- Include summaries of your readings or interviews.

D. Comments about Yourself

- Cite examples of your personal growth and understanding while working on your project.
- Describe the relationship with your site advisor, as well as other work site personnel.
- Write a self-evaluation of your performance, including situations you handled well and/or those handled poorly.
- Compare what you learned while working on your project to what you learned from doing research for your paper.

E. Growth

- Each journal entry must discuss your growth and connections to the expectations outlined in the *FHS Expectations for Student Learning — Academic, Social and Civic* guidelines.

Essential Question

- Your weekly reflections should discuss your progress in drawing conclusions to your Essential Question.

Student: Preparation for Final Exhibition

A. What am I going to talk about?

- Connection between paper and product/Internship.
- Problems encountered, along with resolutions.
- Gained knowledge, personal growth and self-awareness.
- Influences on your future plans.

B. How am I going to present?

- Use 4x6 or 5x8 index cards to arrange flow and ideas in a logical order. Use a blank card as a visual aid placeholder.
- Plan the introduction. Grab the listener's attention through the use of quotations, readings, dramatics, jokes, surveys, audience participation, audiovisuals, demonstrations or questions. Make your focus clear.
- Plan the conclusion. Restate your topic. Take no more than thirty seconds.
- Plan the display. Will the display be an ongoing, integral part of your exhibition (such as a slide show) or will the display be specific to a section (such as the introduction)? Will the display be introduced after the conclusion? Will you: Wear it? Sit on it? Serve it as a sample? Avoid passing items around the room during the exhibition; this causes too much distraction (if necessary, give team members a handout ahead of time, then refer to the handout).
- Plan and make visual aids (these may also be part of your exhibition display).
- Plan ahead and request audiovisual equipment (if applicable).
- Review each card and fill in details, anecdotes and factual information. Begin practicing your presentation.
- Props/Visual Aids — Practice using props and visual aids.
- Time your speech and make adjustments in content, if necessary, to meet the time requirement.

C. Remember good speech and body techniques.

- Eye Contact — Maintaining eye contact is fundamental. Practice often enough so that you rarely need to look down at your cards. Don't panic, your audience is friendly. Your peers, your team and the assessment panel want you to succeed. Seeing encouraging expressions provides positive reinforcement.
- Posture — Stand proud; you have accomplished a great deal.
- Voice — Be loud enough to be heard and vary your pitch and tone. Enunciate your words clearly; show confidence.
- Gesture — Use hands to help make a point. Practice to make sure the gesture seems natural.

D. Prepare for questions. The question-and-answer segment is essential in enabling the assessment panel to evaluate your exhibition. Not knowing what panel members will ask, making educated guesses will better prepare you, providing confidence to take on any queries. Present to a classmate or family member and have them ask questions.

Ask yourself these questions:

- If I were evaluating, what would I want to know?
- What would I want people to ask?
- What part of my paper or unusual qualities of the project might make people curious?
- What controversial topics do I present?
- Why did I do this project?
- Who helped me throughout my project?
- How did I finance the project?
- How much time did I spend on the project?
- Did I get credit for another class?

E. How will I dress?

- Determine whether you should wear clothing appropriate for an interview or wear attire befitting for area of study. For example, scuba gear or climbing gear.

PRACTICE, PRACTICE, PRACTICE!

Presentation Prep with Mentor

Student: Please provide this form to your Teacher Mentor.

Teacher Mentor: Please fill out this form prior to the student’s Final Exhibition and submit to Kristy Yankee, Senior Project Coordinator.

TASK	YES	NO
The student and teacher mentor reviewed the Final Exhibition Rubric together.		
The student performed the final presentation (exhibition) in full for his/her mentor.		
The teacher mentor provided feedback on the presentation.		
The student and Teacher Mentor both agree that the student has the tools to score “Proficient” or “Advanced” on the final exhibition.		

Mentor Signature _____ **Date** _____

Student Signature _____ **Date** _____

Rubrics: Final Exhibition



Here is the **Exhibition Rubric** that a panel will use to assess your Final Exhibition (50% of Term 4 grade):

CATEGORY	4	3	2	1
ATTIRE	Exhibits a very professional look (professional attire, uniform, etc.)	Exhibits a professional look.	Some attempt was made to exhibit a professional look.	General attire not acceptable for a formal presentation.
INTRODUCTION	Delivers a highly effective introduction that captures the audience's attention and provides many details.	Delivers an introduction that does not especially capture the audience's attention, but DOES provide basic details.	Introduction lacks basic details.	Does not provide an introduction.
PROJECT EXPLANATION	Provides an excellent, thorough description of his/her Senior Project.	Provides a good description of his/her Senior Project.	Provides a minimal description of his/her Senior Project.	Does not provide a description of his/her Senior Project.
VISUAL (Slideshow is recommended in most cases, but other ideas are possible)	Uses elements that reinforce/further explain concepts and work well together to demonstrate a thorough understanding of content. AND (For slideshows): Always stays under 8 bullets/ 8 words per slide.	Uses elements that work well together and demonstrate an understanding of content. AND (For slideshows): Generally stays under 8 bullets/ 8 words per bullet per slide	Uses few elements that work well together or demonstrate an understanding of content. OR There are too many words/ bullets within slideshow presentation.	Uses elements that do not enhance the presentation.
DELIVERY	Stands up straight, is relaxed/ confident. Establishes eye contact with everyone in the room.	Stands up straight and establishes eye contact with the audience.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
DISFLUENCIES/ FILLER WORDS	Seldom or never uses filler words ("um," "like," "y'know" etc.)	Sometimes uses filler words.	Frequently uses filler words.	The heavy use of filler words is distracting to the audience.
FHS ACADEMIC AND SOCIAL EXPECTATIONS	Provides an excellent explanation of how the FHS Academic and Social Expectations connect to his/her work.	Provides a good explanation of how the FHS Academic and Social Expectations connect to his/her work.	Provides a minimal explanation of how the FHS Academic and Social Expectations connect to his/her work.	Does not connect the FHS Academic and Social Expectations to his/her work.
ESSENTIAL QUESTION	In addition to all components of the "Proficient" category: Makes connections to prior knowledge and articulates what (s)he has learned. Provides direction for future investigation and articulates questions (s)he is still left with. States how his/her findings may be of use in the real world/college.	Responds to the essential Question with a detailed analysis of the question/problem. Supports all claims with evidence. Clearly connects work experience to his/her understanding of the Essential Question.	Minimally responds to his/her own Essential Question.	Does not respond to his/her own Essential Question.
CONCLUSION	Provides an excellent summary of the main points of his/her Senior Project and is motivational and/or engaging.	Provides a good summary of the main points of his/her Senior Project.	Provides a minimal summary of the main points of his/her Senior Project.	Does not summarize the main points of his/her Senior Project.

Points /36