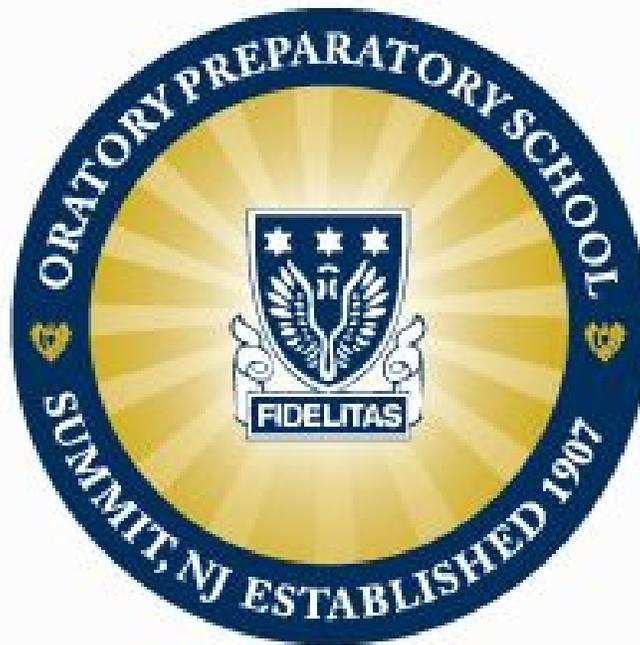


Oratory Preparatory School



Senior Project Handbook

TABLE OF CONTENTS

Introduction to the Senior Project	Page 2
Schedule of Events and Due Dates	Page 4
Option 1: Independent Research + Paper	Page 5
Option 2: Creative Project	Page 6
Option 3: Internship	Page 7
Option 4: Community Service	Page 8
Proposal & Approval Forms, Logs, Evaluations	Page 9
Grading Rubrics	Page 15
Student Self-Evaluation	Page 20

Dear OP Seniors and Senior Parents,

We are very happy to continue another new initiative specifically for seniors: the Oratory Prep Senior Project (OPSP). The OPSP will be an opportunity for our seniors to direct their own learning experience before they move on to college and career.

Options that will satisfy the OPSP requirements include:

- Independent research on an academic area of interest, approved and guided by an OP staff member, culminating in a research paper and/or an oral presentation.
- Use of a student's knowledge and talents to engage in a creative project, via the arts, sciences, etc., culminating in a newly developed piece that can be displayed, performed, or demonstrated.
- Real-world learning through an internship opportunity, documented through a weekly log and a supervisor evaluation.
- Learning the value of giving back through community service, documented through a weekly log and a supervisor evaluation.

Our hope is that our seniors pursue a passion--or at least an interest--in a way not normally offered through the traditional classroom experience. Seniors could choose to investigate a key historical era, the works of their favorite author, or a particular group's impact on American society. Maybe some will choose to compose and perform an original piece of music, direct a short film, build a working robot, or conduct a biotechnology experiment. Some seniors will undoubtedly choose to gain some experience in potential future fields of employment, such as assisting at a law office, shadowing a friend or relative in business, or offering to freelance for a local newspaper. And while most of our seniors have engaged in community service during their time at OP, there are certainly opportunities to go further, to explore what it means to be Catholic, to help those less fortunate, and perhaps even to explore a future in service. The possibilities are vast.

To provide seniors ample time to complete a meaningful OPSP, the calendar at the end of the school year has been altered for seniors. The last day of full classes for seniors

will be Friday, April 26th. The following three weeks (April 29th through May 17th), seniors will only report to school for Senior Exams or for AP classes, which will meet until the AP exam for the course is taken.

Presentations of the OPSP will be scheduled for each senior from May 20th through May 28th, prior to our June 1st graduation. Due to this schedule, seniors will only need to be on campus for part of the day, or not at all, for much of May, which should enable them to devote some meaningful time to their OPSP, while also preparing well for AP and Final Exams. We are electing to be conservative with the time requirement. We will be expecting seniors to devote twenty (20) hours at minimum to their OPSP, to be documented and submitted at the time of project presentation.

Although the OPSP is mandatory, students will not receive a letter grade that will affect their grade point averages. Throughout the process, seniors will receive guidance and support from our staff. More details, including specific guidelines, timelines, and resources, will be shared with the seniors before the spring semester begins (and after the college application season is over!)

Seniors, I hope you see this as an exciting opportunity to immerse yourselves for a few weeks in areas in which you are truly interested, to budget your time similarly to the way you will have to next year, and maybe even to get your feet wet in a field that may be your future career or vocation. We will meet several times throughout the school year to prepare for your projects, and to address any questions or concerns. Our faculty panel was extremely impressed with the efforts of last year's senior class, and we will look forward to the presentation of your projects--which will undoubtedly be awe-inspiring--this spring.

Sincerely,

Owen McGowan
Associate Head of School

SCHEDULE and SEQUENCE OF EVENTS

March 13	Proposal Form Due
April 5	Mentor Forms Due
April 26	Last Day of Non-AP Classes
April 29	Opening Date of OPSP
April 29- May 2	Senior Exams
May 6-17	AP Exams
May 23	Closing Date of OPSP
May 20-28	Presentations to Faculty Panel
June 1	Graduation

OPTION 1: INDEPENDENT RESEARCH & PAPER

Seniors choosing this option will propose, plan, write, and present a research paper on an approved topic of interest. Seniors may choose to enlist a faculty member as a Mentor, which may or may not be different from the assigned Faculty Advisor. Papers will be a minimum of eight (8) pages, and be submitted in MLA format (Courier New, Font 12, Double Spaced, Works Cited Page). Mandatory meetings with the Advisor (a member of the OPSP Panel) will occur as follows:

PROPOSAL DUE TO OPSP PANEL:	MARCH 13th
PROPOSAL REVIEW AND PROJECT MENTOR AGREEMENT (if used) DUE:	WEEK OF APRIL 8th
BIBLIOGRAPHY REVIEW:	* _____
OUTLINE REVIEW:	* _____
ROUGH DRAFT REVIEW:	* _____
FINAL DRAFT, MENTOR LOG (if used), AND SELF-EVALUATION DUE:	MAY 23rd
PRESENTATION OF PAPER TO PANEL:	MAY 20-28

*MEETING DATES TO BE ARRANGED AND AGREED UPON BETWEEN STUDENT AND OPSP ADVISOR

OPTION 2: CREATIVE PROJECT

Seniors choosing this option will propose, plan, develop, and present an original creative piece. Because of the potential variety associated with this option, the initial proposal will need to be thorough and detailed, and may require multiple meetings with the Faculty Advisor. Seniors may choose to enlist a faculty member as a Mentor, which may or may not be different from the assigned Advisor from the OPSP Panel. Mandatory meetings with the OPSP Advisor will occur as follows:

PROPOSAL DUE TO OPSP PANEL:	MARCH 13th
PROPOSAL REVIEW AND MENTOR AGREEMENT (if used) DUE:	WEEK OF APRIL 8th
CHECK-IN MEETING #1:	AFTER SEVEN (7) HOURS OF WORK
CHECK-IN MEETING #2:	AFTER FOURTEEN (14) HOURS OF WORK
CHECK-IN MEETING #3:	AFTER TWENTY (20) HOURS OF WORK
CREATIVE PIECE, MENTOR LOG (if used), & SELF EVALUATION DUE:	MAY 23rd
PRESENTATION OF PIECE TO PANEL:	MAY 20-28

OPTION 3: INTERNSHIP

Seniors choosing this option will have the opportunity to obtain insight into a field of their interest through experiential learning. Under the guidance of a Mentor, students will build their interpersonal skills, get hands on experience, and have the opportunity to explore or refine their career goals. Students will have the option to select a Mentor from suggested internship sites or may coordinate the selection on their own. Twenty (20) hours or more are required to be completed along with a formal Presentation outlining the experience. Mandatory meetings with the OPSP Advisor will occur as follows:

PROPOSAL DUE TO OPSP PANEL:	MARCH 13th
PROPOSAL REVIEW AND MENTOR AGREEMENT DUE:	WEEK OF APRIL 8th
MANDATORY CHECK-IN MEETING #1:	AFTER SEVEN (7) HOURS OF WORK
MANDATORY CHECK-IN MEETING #2:	Determined by OPSP Advisor
CHECK-IN MEETING #3:	Determined by OPSP Advisor
INTERNSHIP HOURS LOG, MENTOR LOG, & SELF EVALUATION DUE:	MAY 23th
PRESENTATION OF PIECE TO PANEL:	MAY 20-28

OPTION 4: COMMUNITY SERVICE

Seniors choosing this option will have the opportunity to obtain insight into a field of their interest through community service. Through volunteerism, students will experience personal growth, have the opportunity to strengthen their ties to the community through civic engagement, and gain professional experience. Students will coordinate the selection of service location(s) on their own.

Existing community service participation (with organization you have previously performed service for) or OP sponsored activities like Bridges, SHIP, and the Food Bank are not eligible for the Senior Project.

Twenty (20) hours or more are required to be completed along with a formal Presentation outlining the experience. Mandatory meetings with the OPSP Advisor will occur as follows:

PROPOSAL DUE TO OPSP PANEL:	MARCH 13th
PROPOSAL REVIEW AND MENTOR AGREEMENT DUE:	WEEK OF APRIL 8th
MANDATORY CHECK-IN MEETING #1:	AFTER SEVEN (7) HOURS OF WORK
MANDATORY CHECK-IN MEETING #2:	Determined by OPSP Advisor
CHECK-IN MEETING #3:	Determined by OPSP Advisor
COMMUNITY SERVICE HOURS LOG, MENTOR EVALUATION & SELF EVALUATION DUE:	MAY 23rd
PRESENTATION OF PIECE TO PANEL:	MAY 20-28

OPSP PROPOSAL FORM

Name: _____

I choose the following option for my senior project:

- Independent Research + Paper
 Creative Project
 Internship
 Community Service

Answer the following questions by attaching a separate sheet:

1. Description of topic: (2 paragraphs)
2. What do you hope to accomplish or learn during your Senior Project? (5 bullet points)
3. How is this topic a learning stretch for you? (1 paragraph)

To be completed by a member of the Faculty Panel:_____ **Approval Granted:** You may begin working on your project_____ **Clarity Needed:** Your topic is unclear or needs more clarity

_____ Too broad _____ unclear learning stretch _____ other: _____

_____ **Topic Denied:** Your idea must be resubmitted due to the following reason:

_____ inappropriate topic _____ not a learning stretch _____ other: _____

Student Signature: _____

Parent Signature: _____

Approved By: _____

MENTOR AGREEMENT AND GUIDELINES

The Mentor must:

- Be employed in a professional capacity (or have direct experience) within the field of study
- Be able to observe or verify student's work or hours
- Be available for regular communication/consultation with student or school staff if needed
- Not be the student's parent (students are not permitted to work with their mother, father, or guardian at their place of business. All requests of this sort will be denied)

The Mentor should:

- Act as a primary source for the student by consenting to be interviewed or quoted in Senior Project materials
- Suggest or provide resources for the student to utilize during the research process
- Meet with and supervise the student on a regular basis to check progress
- Provide the student with practical and realistic experiences within in the area of study
- Provide feedback and guidance throughout the Senior Project timeline
- Encourage the student to get outside their comfort zone or try new things

To be completed by the Mentor:

Student Name: _____

Mentor Name: _____

Mentor Phone/Email: _____

Occupation/Employer: _____

On a separate sheet of paper, please answer the following questions:

1. What is your area of expertise and how does it relate to this student's Senior Project?
2. What is your relationship to the student and how did you come to work with him?
3. How often do you plan to meet with the student? What is the agreed upon schedule?
4. List some ideas you have for what you plan to work on with the student.

OPSP INTERNSHIP HOURS LOG

Name: _____

Organization/Activity: _____

Mentor Signature: _____

Date	Activities Performed	Hours
<i>May 20</i>	<i>Spent time visiting Mentor's place of business and shadowed him/her while they worked on various projects. I sat in on a meeting with a client, a training session for employees, I observed him/her researching and collecting data for a group presentation ..etc</i>	<i>4</i>

(If additional sheets are needed, please make a copy of this form)

OPSP COMMUNITY SERVICE HOURS LOG part 1

Name: _____

Organization/Activity: _____

Activity Supervisor: _____

Detailed description of service activity, your role & involvement:

Date started: _____ *Date completed:* _____ *Total Hours:* _____

Supervisor's signature: _____

Supervisor's contact info: _____

COMMUNITY SERVICE HOURS LOG part 2

Date	Activities/Service performed	Hours
<i>May 7</i>	EXAMPLE: <i>Helped prepare sandwiches at school for a Bridges run. Assisted with packing the bus. Joined the group on the ride to NYC to the Bridges location and helped distribute the meals to the people. Spent time talking to volunteers and diners about their experiences.</i>	4

Supervisor's Signature: _____

INTERNSHIP or COMMUNITY SERVICE SUPERVISOR EVALUATION

Student Name: _____

Supervisor Name: _____

Supervisor Phone/Email: _____

Please rate the student according to the following scale being as fair and objective as possible.

1/2 = Performance is inadequate

3/4 = Performance is mildly unsatisfactory

5/6 = Performance is acceptable

7/8 = Performance is above average

9/10 = Performance is exceptional

Ability to take initiative and perform independently	1	2	3	4	5	6	7	8	9	10
Promptness	1	2	3	4	5	6	7	8	9	10
Dependability	1	2	3	4	5	6	7	8	9	10
A sense of preparedness to work/participate	1	2	3	4	5	6	7	8	9	10
Cooperation	1	2	3	4	5	6	7	8	9	10
Ability and desire to carry out suggestions	1	2	3	4	5	6	7	8	9	10
Effort in building relationship with Supervisor	1	2	3	4	5	6	7	8	9	10
Overall Quality of participation	1	2	3	4	5	6	7	8	9	10

Comments:

OPSP INDEPENDENT RESEARCH & PAPER RUBRIC

Score of 6 (80 Points)

An essay in this category demonstrates **clear and consistent mastery**, although it may have a few minor errors. A typical essay:

- Effectively and insightfully develops a point of view on the issue **and/or** demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position or the process explained
- Is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
- Exhibits skillful use of language, using a varied, accurate, and appropriate vocabulary
- Demonstrates meaningful variety in sentence structure
- Is free of most errors in grammar and usage, and also adheres to MLA style and formatting

Score of 5 (70 Points)

An essay in this category demonstrates **reasonably consistent mastery**, although it will have occasional errors or lapses in quality. A typical essay:

- Effectively develops a point of view on the issue **and/or** demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position or the process explained
- Is well organized and focused, demonstrating coherence and progression of ideas
- Exhibits facility in the use of language, using appropriate vocabulary
- Demonstrates variety in sentence structure
- Is generally free of most errors in grammar and usage, and also adheres to the MLA style and formatting

Score of 4 (60 Points)

An essay in this category demonstrates **adequate mastery**, although it will have lapses in quality. A typical essay:

- Develops a point of view on the issue **and/or** demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position or the process explained
- Is generally organized and focused, demonstrating some coherence and progression of ideas
- Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary
- Demonstrates some variety in sentence structure
- Has some errors in grammar and usage, or errors with MLA style and formatting

Score of 3 (50 Points)

An essay in this category demonstrates **developing mastery**, and is marked by **one or more** of the following weaknesses:

- Develops a point of view on the issue **and/or** demonstrates some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position or the process explained
- Is limited in its organization or focus, but may demonstrate some lapses in coherence or progression of ideas
- Displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice
- Lacks variety or demonstrates problems in sentence structure
- Contains an accumulation of errors in grammar, usage, and MLA style and formatting

Score of 2 (40 Points)

An essay in this category demonstrates **little mastery**, and is flawed by **one or more** of the following weaknesses:

- Develops a seriously limited point of view on the issue **and/or** demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position or the process explained
- Is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas
- Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice
- Demonstrates frequent problems in sentence structure
- Contains errors in grammar, usage, and MLA style and formatting so serious that meaning is somewhat obscured

Score of 1 (20 Points)

An essay in this category demonstrates **very little** or **no mastery**, and is severely flawed by one or more of the following weaknesses:

- Develops no viable point of view on the issue, or provides little or no evidence to support its position or topic
- Is disorganized or unfocused, resulting in a disjointed or incoherent essay
- Displays fundamental errors in vocabulary
- Demonstrates severe flaws in sentence structure
- Contains pervasive errors in grammar, usage, or MLA style that persistently interfere with meaning

Score of 0

Essays not written on the essay assignment will receive a score of 0.

RESEARCH PAPER PRESENTATION RUBRIC

Area to be graded	Points Possible	Panel Comments/Points earned
Demonstration of Research, Preparation, and Knowledge Base	10	
Quality of Presentation (Speaking & Eye Contact, Audio/Visual usage, Response to Panel questions)	10	

To receive passing credit for the OPSP, students must score a minimum of seventy (70) on the combined scoring rubrics above, in addition to submitting the Proposal, any appropriate Logs, and the Self-Evaluation by the dates listed. Students scoring below seventy (70) total points will be asked to improve and resubmit an area or several areas deemed deficient.

OPSP CREATIVE PROJECT SCORING GUIDE

Area to be graded	Points Possible	Panel Comments/Points earned
Creativity/ Originality/ Ambition of Topic	20	
Quality of Project / Execution of proposal	35	
Demonstration of Research, Preparation, and Knowledge Base	20	
Quality of Presentation (Speaking & Eye Contact, Audio/Visual usage, Response to Panel questions)	25	

To receive passing credit for the OPSP, students must score a minimum of seventy (70) on the scoring rubric above, in addition to submitting the Proposal, any appropriate Logs, and the Self-Evaluation by the dates listed. Students scoring below seventy (70) will be asked to improve and resubmit an area or several areas deemed deficient.

OSPS INTERNSHIP OR COMMUNITY SERVICE PRESENTATION GRADING RUBRIC

Area to be graded	Points Possible	Panel Comments/Points earned
Introduction to your experience	10	
Explanation of interest/Highlights	25	
Audio/Visual Components	25	
Delivery (Speaking & Eye Contact, Appearance)	15	
Conclusion / Goals met	15	
Question & Answer Session	10	

To receive passing credit for the OPSP, students must score a minimum of seventy (70) on the scoring rubric above, in addition to submitting the Proposal, all appropriate Logs, and the Self-Evaluation by the dates listed. Students scoring below seventy (70) will be asked to improve and resubmit an area or several areas deemed deficient.

OPSP STUDENT SELF-EVALUATION

Student Name: _____

Senior Project: _____

Answer the following questions by attaching a separate sheet. Each question should be answered with 1-2 complete paragraphs:

1. What rationale did you have for the planning, proposal, and implementation of your topic?

2. How were you challenged as a student and/or a citizen through your work or research?

3. In what ways did you meet the goals you originally set for this project?

4. Explain how you budgeted your time for the project. Was too much or too little time devoted to this project?

5. How were you supported by your on-site supervisor, mentor, or OPSP Advisor? Share an additional example of a positive or negative experience you had with someone you worked alongside for the project.

6. Describe your overall impressions of your specific OPSP, and share your thoughts on the program in general.