

SENIOR PROJECT: Process

Name: _____

Project Title: _____

Assessment Date: _____

PROCESS	Demonstrates mastery of project process	Completes all items on Project Checklist; all components present	Missing items on Project Checklist	Minimal use of Project Checklist
TIME MANAGEMENT	Uses time constructively & efficiently, meets all deadlines, & stays on task with no prompting	Satisfactory use of time; meets most deadlines & stays on task with little prompting	Adequate but inconsistent use of time; meets some deadlines & requires frequent prompting	Uses time unproductively; meets few or no deadlines & completes few tasks independently
DOCUMENTATION	- Keeps consistent, detailed log of time spent, including thorough analysis of process and learning - Insightful, thorough journal & EoPA	- Keeps consistent log of time spent, including analysis of process and learning - Thorough journal & EoPA	- Keeps inconsistent log of time spent, lacking analysis of process and learning - Cursory EoPA; inconsistent journaling	Keeps minimal documentation
RESEARCH	- Uses & cites wide variety of resources, including effective use of live expert and firsthand experiences - Keeps detailed & organized notes - Demonstrates critical analysis of sources	- Uses & cites multiple resources, including live expert - Keeps & organizes notes	- Uses limited resources with inconsistent citation - Keeps notes	- Uses minimal resources - Keeps few or no notes
THINKING	Project demonstrates analysis, synthesis, and evaluation	Project demonstrates application	Project demonstrates knowledge & comprehension	Project demonstrates minimal thought
COMMUNITY MEMBERSHIP	- Participates successfully & enthusiastically in VNS culture & academic process - Models & encourages successful behaviors	Participates successfully in VNS culture & academic process	Developing skills for successful participation in VNS culture & academic process	Negatively impacts self & VNS culture & academic process

SENIOR PROJECT: Oral Presentation

SPEECH DESIGN	• Professionally planned & organized • Created with all members of audience in mind • Flows naturally from topic to topic • Uses visual aid to increase audience's understanding of message	• Well planned & organized • Created with most members of audience in mind • Flows reasonably from topic to topic • Uses visual aid to increase audience's understanding of portions of message	• Fairly planned; somewhat disorganized • Speech content not appropriate for many audience members • Elementary transitions from topic to topic • Uses visual aid as a backdrop	• Poorly planned; disorganized • Speech information inaccessible to most audience members • Abrupt changes from topic to topic • Uses no visual aid
CONTENT	• Demonstrates thorough knowledge of project topic • Extensively describes project process • Insightfully explains the project's purpose, goals, and role in speaker's VNS career	• Demonstrates knowledge of project topic • Describes project process • Explains the project's basic purpose, goals, and role in speaker's VNS career	• Demonstrates selective knowledge of project topic • Partially describes project process • Glosses over project's purpose, goals, and role in speaker's VNS career	• Demonstrates limited knowledge of project topic • Neglects project process • Project's purpose, goals, and role in speaker's VNS career is unclear or not evident
SPEAKING SKILLS	• Impeccable diction • Speech/answers can be heard by all audience members • Confident posture; excellent stage presence; evidence of much rehearsal • Eye contact is kept throughout presentation	• Clear diction • Speech/answers can be heard by most audience members • Confident posture; good stage presence; evidence of rehearsal • Eye contact is kept throughout majority of presentation	• Fair diction • Speech/answers can be heard by some audience members • Some nervous body language; appears unrehearsed • Eye contact is kept throughout portions of presentation	• Poor diction • Speech/answers can be heard by few or no audience members • Nervous posture; no stage presence; no rehearsal evident • Eye contact is minimal or nonexistent
QUESTION & ANSWER SESSION	• Communicates all answers with inquirer's knowledge level and intention in mind • Listens actively • Answers clearly and candidly, using full knowledge base • Repeats or incorporates questions in all answers	• Communicates most answers with inquirer's knowledge level and intention in mind • Listens with some care • Answers coherently • Repeats or incorporates questions in all answers	• Communicates answers with inquirer's knowledge level and intention in mind • Listens partially • Answers somewhat unclearly • Repeats or incorporates questions in most answers	• Communicates answers with inquirer's knowledge level and intention in mind • Does not listen to questions • Answers incorrectly or incoherently • Infrequently repeats or incorporates questions in answers

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SENIOR PROJECT: Production

PRODUCT QUALITY	Products: • Display professional craftsmanship • Reveal examination/analysis of research and higher level thinking • Show creativity • Show intention	Products: • Display quality craftsmanship • Satisfactorily express research and ideas	Products: • Displays developing craftsmanship • Adequately express ideas	Products: • Displays poor craftsmanship • Expresses few or no ideas
WRITING: Message <i>(Idea/Voice)</i>	• Purposeful, insightful message • Evident that writer is passionate about topic	• Clear, interesting message • Evident that writer is thoughtful about topic	• Functional yet general message • Evident that writer has superficial interest in topic	• Unclear message • Evident that writer is indifferent about topic
WRITING: Structure <i>(Organization/Fluency)</i>	• Purposeful, creative internal organization • Crafted, flowing sentences	• Clear, formatted internal organization • Well constructed sentences	• Internal organization has inconsistent continuity • Mechanical sentences	• Internal organization makes no sense • Rambling or disjointed sentences
WRITING: Usage <i>(Word Choice/Conventions)</i>	• Dynamic language • Edited with professional quality	• Appealing language • Grammar, spelling, and punctuation are consistent and shows control	• Routine language • Bothersome grammar, punctuation, and spelling mistakes prohibit publishing	• Passive, vague language • Grammar, punctuation, and spelling mistakes dominate paper

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SENIOR PROJECT: Focus Skill

The “beast” I will conquer is:	Mastery will be demonstrated by:	Advanced Skill will be demonstrated by:	Proficiency will be demonstrated by:	Developing Skill will be demonstrated by: