

**THUNDERRIDGE HIGH SCHOOL**

# **SENIOR PROJECT BOOKLET**

**2025-2026**



# Senior Project Handbook

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If you have any questions, please contact your child's English teacher.

<b>Sandy Loucks</b>	<a href="mailto:sandy.loucks@dcsdk12.org">sandy.loucks@dcsdk12.org</a>
<b>Jacqueline Rapant</b>	<a href="mailto:jacqueline.rapant@dcsdk12.org">jacqueline.rapant@dcsdk12.org</a>
<b>David Rauh</b>	<a href="mailto:david.rauh@dcsdk12.org">david.rauh@dcsdk12.org</a>
<b>Jennifer Sproul</b>	<a href="mailto:jennifer.sproul@dcsdk12.org">jennifer.sproul@dcsdk12.org</a>
<b>Rachel Stewart</b>	<a href="mailto:rachel.stewart@dcsdk12.org">rachel.stewart@dcsdk12.org</a>
<b>Tatum Sullivan</b>	<a href="mailto:tatum.sullivan@dcsdk12.org">tatum.sullivan@dcsdk12.org</a>
<b>Nichole Vande Vusse</b>	<a href="mailto:nichole.vandevusse@dcsdk12.org">nichole.vandevusse@dcsdk12.org</a>

## ***Senior Project Mission Statement***

The ThunderRidge High School Senior Project will assess a senior student's skills in researching, writing an argumentative paper, creating and completing a project, and teaching others about it through a formal presentation.

**Purpose:** The purpose of the Senior Project is to give students a chance to choose an area of study, to combine different disciplines, and to explore new avenues in a productive manner. Each student needs to address a challenging issue that will stretch his/her intellectual and personal growth. In essence, the project will provide a significant learning stretch.

## Senior Project Due Dates

Component	Due Date	Submission Location
Letter Of Intent	October 24, 2025	Senior Project Canvas Course
Revised Letter of Intent (if required)	November 7, 2025	Senior Project Canvas Course
Letter of Request to Mentor	November 18, 2025	Senior Project Canvas Course
Mentor Agreement Form	December 9, 2025	Senior Project Canvas Course
Senior Research Paper	February 6, 2026	English <ul style="list-style-type: none"> <li>• ACC English will complete their research paper 1st semester</li> </ul>
Senior Project Poster	March 3, 2026	Seminar
Submit Portfolio Link(s) * The following documents are due with the submission of your portfolio: <ul style="list-style-type: none"> <li>• Letter to the Judges</li> <li>• Body of Evidence</li> <li>• Resumé</li> <li>• Mentor Verification Form</li> </ul>	April 3, 2026	Completed in English - submitted to <b>BOTH</b> Senior Project Canvas Course and Google Form
<b>Senior Boards Day</b>	<b>April 10, 2026</b>	

# Senior Project Overview

The purpose of the Senior Project is to give students a chance to choose an area of study, to combine different disciplines, and to explore new avenues in a productive manner. Each student needs to address a challenging issue that will stretch his/her intellectual and personal growth. In essence, the project will provide a **significant learning stretch**.

## Benefits of the Senior Project

Once a senior completes their Senior Project, they will have developed maturity, organization, service, learning, and public speaking skills. These projects are similar to what they'll face in college or in their future careers, requiring skills like communication, collaboration, problem-solving, and time management. The project also shifts their learning from a classroom setting to real-world tasks. The possibilities for creativity in these projects are endless, and they allow students to stand out by showcasing a wide range of skills.

## Senior Project Requirements

1. Research paper (5-8 pages in length)
2. Project
3. Portfolio
4. Senior Boards (Presentation of learning in front of Senior Boards)

## Project Guidelines

Remember, for your Senior Project you **MUST**:

- Demonstrate a **significant learning stretch** through a well-designed project.
- Document a minimum of 15 hours of participation outside of school.
- Complete a Fieldwork Dialectical Journal (with time log)
- Secure a mentor WHO IS NOT FAMILY OR A STAFF MEMBER AT TRHS. Make sure your mentor understands his or her responsibilities and the scope of your project.
- Educate a board of judges about your Senior Project topic, experience, and product

# Project Guidelines

Senior Project is different from most other forms of research because it directs students away from books and out into the world for some hands-on experience. The Senior Project must demonstrate a learning stretch. It should push the student to develop new talents, abilities, or interests. The Senior Project cannot be something previously attempted. Please don't revisit an old middle school or freshman year project! **The student must have an end product! Simply completing the field log and accompanying paperwork does not constitute a project!** If the purpose of research is to apply the knowledge in a personal way, then the projects will be as diverse, unique, and varied as the students who design them.

A project will:

- Demonstrate a learning stretch through a well-designed project
- Require documentation of a minimum of 15 hours of participation outside of school
- Require a completed Mentor Verification Form
- Require a daily Field Work Dialectical Journal documenting the daily student experience, documents ongoing progress, daily challenges, problem-solving techniques
- Require evidence of physical fieldwork or physical product

## Note To The Students Who Want The Easy Way Out:

Some students think that it is a cinch to choose what they think is an easy project. They think to themselves, "I'll just choose something that won't take much time or effort, just to get it done. I'll take my C and see you later." Without exception, the students who have done this found several things to be true:

- 1) Easy wasn't true because there wasn't much to the project in the first place.
- 2) There was no challenge or risk; therefore, the whole experience was unsatisfying.
- 3) They did not feel proud of their accomplishment because there was none.
- 4) They wasted their time.

# TOPIC SELECTION

## Points to Consider Concerning Senior Project

- Which project will I most likely be able to use after senior year?
- Which choice will challenge me the most and provide a learning stretch?
- Which area will enable me to find the most resources?
- Do I have a person who is willing to serve as my mentor?
- Which project is realistic in terms of time for me, a busy senior?
- What are my talents?
- Which area would my family want me to select?
- Is there an area that a college admissions representative or an employer will look at with interest?
- Is there a budget concern for me?
- Is there a concern about transportation?

## Senior Project Ideas

This is not a definitive list of all possible project topics. It is not intended to limit student creativity or initiative. This list is provided to promote student formulation of a meaningful, personal choice that reflects the philosophy of the project.

**\*\*Students may not use a project that will count as a class credit.\*\*** They can, however, create an extension of a class project for which they received credit.

## School Service Projects

- Develop and execute a tutoring program
- Write a computer program for the school district or an instructor
- Design and publish a newsletter for a school organization
- Design and publish brochures about school programs
- Organize a career day
- Work with elementary classes to reinforce wellness, interpret poetry, etc.
- Develop and implement an intramural program
- Research a current district or school policy and make recommendations for improvements
- Organize and execute a school clean up
- Design and create a piece of art for public display at the school(s)
- Plan a district-wide art show
- Plan and organize a major-school wide event
- Work with a sports team and collect and produce video clips of the season's best, funniest, most exciting plays and moments, etc.

## Community Improvement/ Involvement Projects

- Coordinate a service project for a nonprofit organization
- Perform a service project for the elderly
- Perform a service for a senior citizen community
- Volunteer on a regular basis at a homeless shelter

- Volunteer at a local hospital or nursing home
- Plan, organize, and execute environmental improvement project
- Build or renovate a house as a service project
- Design and build a fitness trail
- Organize a community festival (i.e., arts, music, foods, multicultural heritage, etc.)
- Plan and supervise an elementary school bicycle safety program
- Coach a community sports team
- Teach a religious instruction class
- Work with and for a political candidate during a primary or general election campaign

### **Fine Arts and Creative Projects**

- Compose and perform a piece of music for a senior citizen home
- Organize a student concert
- Organize a student art show
- Edit and produce a magazine for a school/community organization
- Edit and produce a school newspaper
- Write and publish a short story or book of poems
- Direct a school play or dramatic performance
- Design and paint a mural for display somewhere in the community
- Plan and conduct a showing of your personal artwork or writings
- Design and dress the window display areas for a department in the high school
- Write and illustrate a children's book in English or a foreign language
- Make a video for public service announcements

### **Entrepreneur Projects**

- Set up a small business, keeping financial records and managing time and materials
- Create a company and then develop and produce a product that helps someone or a group
- Organize a fund-raising activity for a nonprofit cause
- Establish a teen coffeehouse as a way to share poetry.

### **Internship or Career-Related Projects**

- Intern with an elementary teacher or subject area teacher
- Intern in a health-related field and share that with a health class
- Intern with a government or legal entity and design a lesson
- Intern with a newspaper or publishing entity and design a lesson
- Intern with a design or advertising firm
- Intern at a daycare center
- Intern with a film, theater, or drama entity and share that with the church drama club
- Intern with a general contractor and design something for the school grounds.
- Intern with a skilled tradesman and donate work to a worthy cause
- Restore a car or other transportation for someone in the American Association of Retired Persons

### **Practical Arts Projects**

- Build a piece of furniture and donate it to a charity auction



- Cater a social function for the community, local firemen etc...
- Design and create an original clothing design for a production such as the spring musical or fall play
- Demonstrate carpentry skills by remodeling or enhancing an area in the community
- Design and redecorate a room for a women's shelter
- Create and paint a design for someone's home/workplace/community center
- Create an appropriate animated movie for a class/elementary school.
- Write, direct, and perform a children's theater production
- Create an elementary drama production
- Design puppets and produce a puppet show for younger kids
- Develop public relations or marketing materials for a theater
- Plan a "Save the Rainforest" project
- Host a band festival

### **Other Suggestions**

- Work with a veterinary hospital staff member (shadow experience)
- Research how the brain, skeletal, or other system in the body works and produce a video or visual for display for a science/ health teacher
- Work with the Humane Society or the Denver Zoo on a project
- Work with disabled children (i.e., design sports activities for them)
- Create and follow through with a recycling program for a semester
- Design murals for schools with guidance from teachers/administrators
- Conduct mock trials
- Sponsor and administer a voter registration drive
- Organize a model similar to the United Nations
- Organize a forensics tournament
- Complete a community improvement project (park or playground)
- Organize a spring extravaganza for a senior citizens center
- Teach younger kids a sport
- Design a cultural display case for a local business
- Establish a correspondence program with a school in a foreign country or local school with guidance from a teacher
- Complete a foreign foods program
- Organize a traveling art show
- Organize a foreign language tutoring time for the language of your choice
- Develop audiotapes of novels and short stories for teachers
- Establish an environmental monitoring project
- Complete a Students Against Destructive Decisions (SADD) project
- Develop a booster club for an athletic team
- Complete a foreign exchange opportunity
- Form a band to play music at a dance or school-sponsored event
- Develop an ethnographic extension for a social studies teacher
- Conduct a peer-tutoring project over the summer
- Produce a highlight film for any sports team, musical, or related event.
- Establish a homework help system

### **\*\*Fundraising\*\***

Students are encouraged to fundraise with 3<sup>rd</sup> party sponsors; however, if a student chooses to organize a fundraiser at TRHS the following guidelines MUST be followed:

- Student must have a faculty member to sponsor the fundraising event
- Student must complete the Fundraiser Request Form and submit to Finance Secretary
- Must secure Administration approval
- Only upon approval, meet with TRHS Bookkeeper
- The TRHS sponsor is to properly handle/ oversee the collection of funds as outlined on the Fundraiser Request Form.

**Fundraising monies cannot be used for individual benefit.** Monies are for realized benefit to the group as a whole. For questions, please see the Administration or the Finance Secretary.

### **Music- Learning an Instrument**

Each person learning the piano or guitar **must play 2 songs, one of their own choosing and one from the following list.** This will help us determine a minimum proficiency level for each instrument.

#### ***Guitar:***

- Dust In the Wind
- Imagine
- Amazing Grace

#### ***Piano:***

- Gavotte -Bach
- Knight Rupert -Schumann
- Sonatina 4 -Clementi (Pick one of the 3 movements only)



# ThunderRidge High School

## Letter of Intent

(Delete all bolded information before submission)

1234 Jackson Street  
Highlands Ranch, CO 80129 (Student's address)

November 1, 2025 (Date letter is received)

Mrs. Jane Doe (Seminar Teacher's name)  
1991 Wildcat Reserve Parkway (School address)  
Highlands Ranch, CO 80129

Dear Mrs. Doe:

**Paragraph 1: Topic Proposal:** What is the proposed topic? What will be your proposed fieldwork? Who will mentor you through this project and how are they an expert in the field (must list a specific name)? What will be your final product (How will you apply your learning)?

**Paragraph II: Interest in Project:** Explain your interest and any previous experience you have in this field. Why do I want to do this? What value will the project hold for me, the school, and/ or the community at large?

**Paragraph III: Learning Stretch:** What will I learn during this project, particularly how will I challenge myself to stretch beyond my usual limits?

Sincerely,

*Bill Taylor*

Bill Taylor (Student's name)



# ThunderRidge High School

## Senior Project Mentor Requirements

- Mentor **cannot** be a TRHS staff member or family member
- Mentor **should** be an expert in the field you are completing your project in
  - Mentor **should** be credentialed or have substantial experience in the area the field of study
  - Mentor **cannot** currently be in high school
- Your mentor should understand his or her responsibilities and the scope of your project (You will articulate this in your **Letter of Request to the Mentor**)
- **A minimum of 5 hours** of the document 15 hours should be working with your mentor

## **Letter of Request to the Mentor** **(Delete all bolded information before submission)**

1234 Jackson Street  
Highlands Ranch, CO 80126 **(Student's address)**

November 6, 2025 **(Today's date)**

Mrs. Jane Doe **(Mentor's name)**  
1991 Wildcat Reserve Parkway **(Mentor's address)**  
Highlands Ranch, CO 80129 **(This is the inside address- that of the recipient!)**

Dear Mr/Mrs. Doe:

**Paragraph I: Overview of Senior Project:** Introduce yourself. Explain what the senior project is. Be sure to include: all requirements, the timeline, and the rationale. (All of this info is in this booklet!)

**Paragraph II: Detailed information about your project:** Outline what your individual project will be. Why did you choose this project? What do you hope to learn? What do you want to do? What will your product be? What is your timeline from beginning to end?

**Paragraph III: Role of the Mentor:** Explain what role you see your mentor playing in your project. What will you need from them? What will their time commitment be? How often do you think you would need to meet/talk? It's important to be clear about your expectations of a mentor- they will have to verify that you completed your project and they should know what they are signing up for.

**Paragraph IV: Closing:** A short closing thank you statement highlighting your excitement and appreciation that they will work with you to achieve your project goals.

Sincerely,

*Bill Taylor*

Bill Taylor **(Student's name)**



# ThunderRidge High School

## Senior Project Mentor Agreement Form

Dear Mentor,

\_\_\_\_\_ has chosen you to be his/her product/fieldwork mentor. You will be asked to verify the student's effort on his/her physical product/fieldwork. Since most of the time spent on the product phase of the assignment will be outside of the classroom, verification of the student's efforts is necessary. Be aware that serving as a mentor requires a time commitment from you that includes regular contact. Please read the student's Letter of Request to Mentor for the Senior Project expectations as well as the personal expectations. Your effort to assist and support our students is truly appreciated and we thank you for your time.

### Project Guidelines

The Senior Project is different from most other forms of research because it directs students away from books and out into the world for some hands-on experience. The Senior Project must demonstrate a learning stretch. It should push the student to develop new talents, abilities, or interests. It should provide the opportunity for students to reach beyond their own comfort zone. The Senior Project cannot be something previously attempted by the student. The student must have an end product that demonstrates his or her learning.

**The student has provided me with a Letter of Request to Mentor outlining both the Senior Project and personal project expectations.**

Yes \_\_\_\_\_ No \_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Mentor's Area of Expertise \_\_\_\_\_

Mentor's best telephone number(s): \_\_\_\_\_

Mentor's email: \_\_\_\_\_

Best time to reach mentor: \_\_\_\_\_

**NOTE:** Family members and TRHS Staff are NOT permitted to be project mentors.

## Fieldwork Dialectical Journal

During the fieldwork phase of the Senior Project, you must keep an up-to-date record of the effort, results, and time you have spent working on your fieldwork and creating your physical product. This log is important for several reasons:

- It keeps you on task and focused by requiring you to write down all that you have accomplished and continuously reflect on your learning.
- It helps keep a record of the time spent on your project (both in the field and completing your product).
- The dialectical journal allows the teachers and the Senior Board Judges to realize the effort, thought, and learning stretch you have expended.
- It will give them a clearer idea of the scope of your fieldwork and product.

### Expectations:

- A minimum of 10 entries is required.
- Logs must describe specific activities in detail and not generalize or combine multiple activities into one entry.
- Include contacts made with mentors and others who assist you.
- Report successes, surprises, disappointments, and changes in the log.
- The log must be typed, maintaining a professional tone suitable for both teachers and judges.
- Each entry must start with the date of the activity.
- Include the time spent on each activity in parentheses at the end of the entry, ensuring the time reported is reasonable.
- The total number of hours spent on the complete project should be totaled at the bottom of the dialectical journal.

Things to include	Things to not include
<ul style="list-style-type: none"><li>• Research for Project (not paper)</li><li>• Correspondence/meetings with mentors</li><li>• Fieldwork</li><li>• Product</li></ul>	<ul style="list-style-type: none"><li>• Senior Paper Writing/ Research</li><li>• Letters of Intent/ Letters to Judges</li><li>• Portfolio Construction</li><li>• Senior Poster Construction</li><li>• Speech Construction/ Practice</li><li>• Driving Time</li></ul>

# Sample Fieldwork Dialectical Journal Entries

**\*\*Note: You must have at least 10 entries.**

## SENIOR PROJECT DIALECTICAL JOURNAL

**Name:**

**Project Title: Composing an Orchestral Score**

Date/Time Spent	Activities	Reflection
November 7th (1 hour)	I wrote down each individual chord in the E/Cm# key as well as wrote down common chord progressions in songs.	This process took me a very long time. Instead of casually searching up all of the chords, I sat down at the piano and figured them out with no resources other than my previous knowledge. I used the circle of 5th to determine what sharps and flats were in this key. After that I researched common chord progressions in popular music and tried to figure out what chord progression I would use in my song.
November 28th (1.5 hours)	I met with my mentor to discuss and learn different song forms to figure out how to format my song.	This process was very difficult because there are so many ways to format a song for each genre. My song is meant to be a classical score, so I must follow different song formats other than the common chord progressions of pop. I will work on creating a movement for each part of my song and finding classical chord progressions.

## Dialectical Journal

Date/Time spent	Activities	Reflection
December 8th	I changed my senior project just a little. I kept the same mentor just switched the preschool to a craft box business.	After I outlined my project with my mentor, I realized I wanted to add more and push myself to another level. I decided to add to my project and create craft subscription boxes for kids to sell as well as outline my future preschool.
December 8th 2 Hour Meeting	First Meeting with my mentor Lisa at a nearby coffee shop.	Overall, this was the best meeting ever. This was my first time meeting with Lisa and I gained a new perspective of knowledge and insight. I came home and wouldn't stop rambling to my parents. We went over the project in general and how she can contribute to my senior project. We layed out the outline of the project, provided me with homework, and spoke truth into my life and through this meeting.



## Fieldwork Dialectical Journal

Date/Time Spent	Activities (What did you do? Be specific.)	Reflection (What did you learn or take away?)

Total Hours:

**\*\*Please highlight the hours worked with your mentor.**

# Research Paper Guidelines

The Senior Project paper is more than just a report; it's an argument on a controversial issue related to a chosen topic. You should use published, peer-reviewed articles, but if information is hard to find, you can also use primary and secondary sources. The paper might cover several disciplines. Remember, research involves exploring, investigating, discovering, and making decisions about your chosen topic.

## Minimum Requirements:

\*All papers must be in MLA format

Length	5-10 pages <ul style="list-style-type: none"><li>Not including Works Cited page, glossary or graphics pages</li></ul>
Font	Size: 12 point Style: Times New Roman or Arial
Spacing	Double Spaced
Headings, Margins, Citations, Pagination	As per current MLA guidelines handed out in class or The MLA Research Guide, 9 <sup>th</sup> Edition.
Sources	<ul style="list-style-type: none"><li>A minimum of <b>five</b> sources must be used<ul style="list-style-type: none"><li><b><u>There must be at least two database periodicals or peer-reviewed sources.</u></b></li></ul></li><li>Books, magazines and newspaper articles, manuals, pamphlets, brochures, email correspondence, internet, etc. are acceptable sources. <i>No multi-volume encyclopedia or dictionary references may count toward the minimum.</i></li><li><b>Sources listed in works cited pages must be found in the body of the paper!</b></li></ul>
Parenthetical Documentation	At least <b>ten</b> citations are to be used in the paper

## Paper Submission:

- Deadline notice:** The DEADLINE is 3:00 p.m. on Friday, February 6, 2026.
- ALL papers will be submitted to Turnitin.com.**
- LATE PAPERS WILL BE DOCKED 50% OF THE EARNED GRADE**

## Academic Honesty Policy per the TRHS Handbook:

Violations of Academic Integrity Policy:

Violations are considered academic misconduct that may result in the student or any other student gaining unfair advantages in an assignment, assessment, or more assessment components. Academic misconduct includes, but is not limited to:

- **Plagiarism:** representing the ideas or work of another as one's own, intentionally or unwittingly, without proper, clear, explicit acknowledgment.
- **Collusion:** supporting malpractice by another student, for example, allowing work to be copied or helping others cheat.
- **Duplication of Work:** presenting the same work for a different assignment or assessment.
- **Use of Artificial Intelligence (AI):** using AI software to generate work and passing it off as your own.

### ***Special Notice***

Papers not meeting the **minimum requirements** will not be evaluated and will receive 50% of the earned grade once minimum requirements are met.

## Research Paper Rubric

Criterion	Excellent	Commendable	Acceptable	Non-proficient
<b>Introduction and Thesis</b>	Engaging introduction provides thoughtful background connections and background information. Provides a great hook and leads right into the paper. The thesis is strong and clearly stated. It is <b>arguable</b> and placed at the end of the introduction.	Engaging introduction provides relevant background. The thesis statement is clear, but may lack some necessary detail to make it strong.	Introduction provides some background and/or lead in. The topic is defined, but thesis is too general, not argumentative, or not unified. Thesis details given but not clear.	Introduction provides limited or no background about the topic. The thesis is poorly defined or nonexistent.
<b>Paragraph Structure and Conclusion</b>	Each paragraph expertly explains and develops a different idea that directly relates to the thesis. The introduction, body, and conclusion of the paper relate to one another. Transitions are provided between paragraphs. Paper flows very well.	Most paragraphs develop key ideas supporting the thesis. Topic sentences introduce each paragraph. The paper has a clear introduction, body, and conclusion, and contains transitions. Paper flows well.	Some paragraph breaks are unneeded, OR breaks may need to be added to reflect main ideas. Paragraphs may be missing topic sentences, or be weak on supporting details, or missing concluding sentences. Parts of the paper are out of logical order. Lacking transitions.	Paragraphs show little or no organization or use of topic sentences and details. Some or all paragraphs do not relate to thesis. No topic, transition, or concluding sentences provided.
<b>Research</b>	A <b>variety</b> of sophisticated sources are used. Specific details (using varying quote attribution) from each source are embedded seamlessly within the paper, and research is relevant to the thesis.	A good <b>variety</b> of sources are used successfully. Details are solid and citations are used. Not all sources used. More details may be needed.	Student does not use a variety of sources, or sources lack depth. Quote attribution is limited or non-existent. Some specific details are used, but may not always be relevant to thesis.	Little to no research is evident, or research may be irrelevant to the topic.
<b>Critical Thinking</b>	The connection between the thesis and details is fully explained, deepening the reader's understanding of the topic. The writer goes well beyond summarizing research by including in-depth analysis.	Connection to thesis is explained, but needs to be stronger. The writing offers some insight, but the issue is analyzed less thoroughly and specifically.	The writing does little to deepen the reader's understanding of the topic. In some places, the writing may be underdeveloped, or contain misinterpretations. Analysis summarizes (Report-like rather than thesis-like analysis).	Little to no connection made between thesis and commentary. There is some attempt to explain the issue, but the writing is mostly summary, and/or reads with very little clarity or coherence.
<b>Conventions</b>	Excellent use of conventions: punctuation, spelling, usage, and sentence structure are flawless. The text is polished and pleasing to the eye.	Occasional spelling, punctuation and capitalization errors, but overall meaning is clear. Sentences show a good understanding of grammar, usage, and mechanics.	Repeated spelling, punctuation, and/or usage errors occur. Mistakes occasionally interfere with the meaning of the paper.	Writer demonstrates limited control over widely used writing conventions. Repeated spelling, punctuation, and/or usage errors occur and cause meaning of the paper to be lost.

<b>MLA</b>	Citations, works cited, margins, header are all correct	Some minor errors in citations, works cited, margins, and header	Some errors in MLA formatting, but basic comprehension of rules is present	Frequent errors in MLA formatting that interfere with the paper's flow, style, or understanding.
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## SENIOR PROJECT POSTER REQUIREMENTS

This assignment is an opportunity to publicize the Senior Project to the students, staff, and public. These posters will be on display for the entire school community. They are public displays of your commitment to and your interest in your paper and project topics. You are asked to adhere to the following guidelines in order to produce a professional, understandable, and attractive Senior Project poster.

### **Materials**

- Any color poster board (purchase at through the TRHS library or art store) 11" by 14".
- Use graphic design programs (Canva, Piktochart) for computer-generated graphics, fabric, magazine cutouts, and stencils. **Do not use handwritten letters unless related to the topic (ex. calligraphy).**

### **Content:**

- Your full name on the front
- Your physical product and/or fieldwork topic written with an action verb
- A graphic of some kind that relates to your topic
- No spelling or grammatical errors

### **Organization:**

- Must be neat, clear, and legible. Lettering that is cluttered or hard to read from a distance is unacceptable.
- Information must be understandable and easy to follow.

### **Design:**

- Be creative. Make a poster that is a unique, artistic reflection of your topic.
- Take pride in your work.
- Use color and design to showcase your topic in an eye-catching and attractive manner.

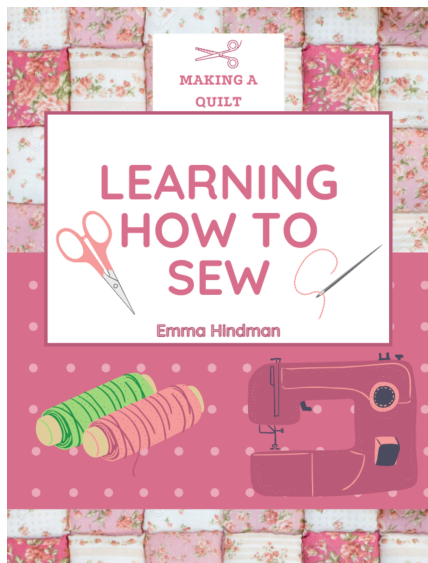
# Senior Project Poster Evaluation Form

Grizz Hour Teacher: \_\_\_\_\_

## Senior Project Poster Evaluation Form

Requirements	Yes	No
Poster contains the student's name		
Poster is computer generated and the correct size (11" X 14") <ul style="list-style-type: none"> <li>Handwritten posters are acceptable ONLY if it relates to the skills the student is learning through their project.</li> </ul>		
Poster describes the physical product or fieldwork		
Poster contains an effective graphic		
Poster is error-free, correct spelling, etc.		
Poster contains acceptable organization, creativity, and legibility		

**Teachers: *Print a roster of your Grizz Hour class and place a checkmark by the name of the students who meet these requirements. Place roster in Nichole Vande Vusse's box.***





# ThunderRidge High School

## MENTOR VERIFICATION FORM

Student Name \_\_\_\_\_ Physical Product/Fieldwork \_\_\_\_\_

Dear Mentor:

You have been chosen to verify this student's effort on his/her physical product/fieldwork. Since most of the time spent on the product phase of the assignment has been outside of the classroom, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate his/her physical product/fieldwork. Please keep in mind that this student's research paper has already been evaluated. This form and your verification refer to the actual physical product/fieldwork.

1. Can you verify that the student spent at least 15 hours creating this physical product/ fieldwork? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

2. Have you seen the physical product/fieldwork at different stages of completion, and not just the final phase? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

3. What problems specifically did the student encounter and overcome?

4. Has the student demonstrated a stretch in learning? How did the student experience a departure from his or her comfort zone?

5. What success have you seen this student achieve?

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Thank you for your cooperation. Your time and effort are truly appreciated.

## Letter to the Judges





# ThunderRidge High School

(Delete all bolded information before submission)

1231 Park Street  
Highlands Ranch, CO 80129 (Student's address)

April 10, 2026 (Date of Senior Boards)

Senior Board Judges  
ThunderRidge High School  
1991 Wildcat Reserve Parkway  
Highlands Ranch, CO 80129

Dear Judges:

**Paragraph I:** Introduce yourself, your topic, and your project.

**Paragraph II: Senior Project:** Discuss your project and the process it took to complete the project. How has this project changed or grown from your proposal? Discuss the reasons for the change or growth.

**Paragraph III: Lessons Learned:** Reflect on the key lessons you learned during this project. How has the experience impacted you personally or academically? Go beyond the surface—discuss both the successes you had and any frustrations you faced along the way. How have you grown in your ability to design, manage, and complete a long-term project (compare your growth to where you were during your Sophomore Project)?

Sincerely,

*Bill Taylor*

Bill Taylor (Student's name)

## Portfolio Requirements

The portfolio reflects your learning process over the entirety of the Senior Project. It provides essential documentation of your project for Senior Board judges. Remember this will be their first impression of you and your project.

Portfolio contents will be presented digitally using Google Sites or other web-based programs. Portfolio documentation is to be typed except where applicable forms utilize hand-written responses. ***Photo documentation is to be captioned.***

**Important Note:** Incomplete, untyped, or otherwise partial portfolios will not be evaluated.

**A complete portfolio will contain the following items, in this order:**

1. \_\_\_\_\_ **Decorative Front Page ( Includes title, name, and graphic)**
2. \_\_\_\_\_ **Table of Contents (create tabs/pages for each section)**
3. \_\_\_\_\_ **Letter of Intent**
4. \_\_\_\_\_ **Letter of Request to the Mentor**
5. \_\_\_\_\_ **Letter to the Judges**
6. \_\_\_\_\_ **Fieldwork Dialectical Journal**
7. \_\_\_\_\_ **Body of Evidence: Learning Stretch Evidence!** Include samples of physical product or fieldwork (i.e., photos, plans, illustrations, designs, other evidence) with captions.
8. \_\_\_\_\_ **Forms:** Mentor Agreement Form AND Mentor Verification Form
9. \_\_\_\_\_ **Research Paper**
10. \_\_\_\_\_ **Résumé**
11. \_\_\_\_\_ **Accomplishments (Optional):** Optional items may include letters of acceptance from colleges and universities, awards, merits, appreciation, etc. You may include any items that reflect your accomplishments.

## Presentation Guidelines

The presentation represents the ultimate step in the process. It is a self-evaluation and reflection by the students of all that he or she has accomplished and serves as a synthesis of all learning. All presentations will be given before a Senior Board.

### **Presentation requirements:**

#### The speech must:

- Be 6 to 10 minutes in length
- Be delivered before a Senior Board consisting of faculty, staff, school board members, members of the community, etc.
- Demonstrate knowledge and mastery of skills through speech, physical product/fieldwork, and portfolio.
- Be accompanied by a product (application of learning); video or audio cannot be longer than two minutes
- Incorporate pictures or visuals in any PowerPoint presentations

#### The speaker must:

- Be on time
- Wear “business casual” attire or a costume/uniform appropriate to topic
- Answer questions regarding topic asked by the Senior Board
- Exhibit appropriate courtesies to judges, fellow students, and participants
- Be responsible for organizing, using, storing, removing all visual aids
- Equipment, materials needed for a successful presentation
- Provide any technical devices necessary for the presentation beyond school capabilities

**Note:** Please be aware that members of the Senior Board may look unfavorably upon some fashionable items (i.e. visible tattoos, visible body piercings, extreme hairstyles, visible navels, etc.) currently popular in youth culture. Please respect and understand your position, the adult audience being addressed, and the expectations required.

# Words of Advice for Your Speech

## Prepare

- Public speaking is prepared speech- it is very different from conversation and extemporaneous speech.
- Organize your speech so that basic ideas are repeated. Make sure your speech has a BEGINNING, MIDDLE, and END.
- Review your Letter of Intent, Fieldwork, and Letter to the Judges. Make sure your speech has a major idea that your listeners will remember after you are finished talking.

## Practice

- Practice many times until the speech seems natural. Practice in front of many audiences: the mirror, your pets, your parents, your siblings, your friends, and one of your classes! Don't just pick positive audiences. Ask your audience for advice on how to improve.
- Don't try to dazzle. Just try to be sincere.

## Incorporate product

Use pictures, charts, graphs, costumes, tools, video, samples, etc. (Remember: One of the lessons you may have learned during the whole process is asking for help. SO ask for ideas for useful visual aids from your teacher or mentor). **The visual aid must be integrated in your speech.** These are props; they can help you get over nervousness if necessary. Make sure they are big enough for your audience and the judges to see.

**Remember, you are responsible for the technical preparations for your presentation! If your technical presentation does not work the day of the Boards, you *must* have another alternative.**

... AND then practice again! You won't be as nervous if you are well-prepared and have practiced.

REMEMBER that you are acting as a representative of both yourself and your high school when you give your speech to the Boards. Each Board will have at least one community representative. The community judges will be evaluating not only your speech but also the entire school community.

## **Suggested Outline for Senior Project Speech**

### **I. Introduction: Who you are, and what you hoped to achieve**

- A. Hook: Use a story, personal experience, background info, a joke, a quote...create a "hook" to catch the audience's attention.
- B. Introduce yourself.
- C. State your purpose and goal (from Letter of Intent)

### **II. Body: The "Lesson": What was your project? Discuss the process of accomplishing the project. Show your application of learning.**

- A. Background of interest in project
  - 1. Prior knowledge
  - 2. Reasons for choosing project
- B. Describe project design, product, and fieldwork
  - 1. Explain how you went about completing your project
  - 2. Discuss problems of the project and their solutions
  - 3. Discuss time and costs involved and how to meet those demands
- C. Explain one key aspect or key skill from your project: show the judges how you applied your learning.

### **III. Conclusion: Reflect on your project**

- A. **Discuss the learning stretch**
- B. Evaluate your product in terms of your goal
- C. Overall reflection and personal insights

# TRHS Senior Project Presentation

2= Proficient 1=Non-proficient

Speech Time (6-10 minutes)				
Criteria	Excellent	Commendable	Acceptable	Non-Proficient
<b>Presentation: Organization</b> Introduction, Body, Conclusion, Visual Aid	A. Presentation is well organized with an engaging introduction, smooth idea development, and conclusion  B. Visual Aid is effectively implemented and strongly supports overall presentation	A. Presentation is organized appropriately, idea flow is good, and end is conclusive  B. Visual Aid is implemented well and supports overall presentation	A. Inconsistent organization and idea development; portions of information appear to be missing.  B. Visual Aid is implemented and is a minor support to overall presentation	A. Presentation is disorganized, may lack clear beginning, cohesive idea flow, and/or ending  B. Visual Aid is implemented poorly and gives little to no support to overall presentation
<b>Presentation: Verbal and Non-verbal communication</b> Volume, pace, expressive voice, posture, eye contact, gestures, facial expressions Attire appropriate for a professional presentation	A. Excellent clarity, projection of voice, inflection, and pace  B. Maintains eye contact  C. Facial expression and body language convey strong enthusiasm  D. Professional attire appropriate for presentation	A. Appropriate clarity, projection of voice, and pace.  B. Appropriate eye contact  C. Facial expression and body language mostly convey enthusiasm  D. Appropriate attire for professional presentation	A. Inconsistent clarity, projection, and inflection of voice; and pace  B. Adequate eye contact  C. Facial expression and body language seem contrived  D. Adequate attire for professional presentation	A. Lack of clarity and projection, inflection and pace, making speech difficult to follow  B. Lack of eye contact  C. Facial expression and body language displays an apparent disinterest  D. Attire inappropriate for professional presentation.
<b>Product – physical/tangible application of knowledge gained through project</b>	A. Highly thoughtful, creative; neat and polished  B. Correlates exceptionally with the learning stretch  C. Shows excellent application of field work  D. Exemplifies time and effort	A. Mostly creative, neat, and polished  B. Good correlation between the product and learning stretch/topic  C. Shows good application of field work  D. Obvious time and effort	A. Lacking in creativity, neatness, and/or completion  B. Loosely defined correlation between product and learning stretch/topic  C. Adequate application of field work  D. Adequate time and effort	A. Lacks creativity; is messy and unfinished  B. Little to no correlation to learning stretch/topic  C. Little to no application of field work  D. Little to no time and effort

<b>Learning Stretch -</b> Articulation of field work Knowledge, skills, attitudes gained during Senior Project  Incidental Learning - evidence of time management, moving outside comfort zone, and flexibility (with mistakes, changes, etc.)	A. Clear and convincing understanding of experience with insightful explanations and thorough knowledge of project	A. Clear experience and partial understanding of experience with	A. Partial discussion of experience with limited or incomplete understanding of the project.	A. Confusing or incomplete knowledge of experience with little to no knowledge of the project.
	B. Student articulates numerous elements of incidental learning through the senior project experience	B. Articulates some elements of incidental learning through the project experience	B. Includes few but evident elements of incidental learning through the project experience	B. Little to no incidental learning is evident through the project experience

## Portfolio

<ul style="list-style-type: none"> <li>• <b>Dialectical Journal</b></li> <li>• <b>Portfolio's Body of Evidence</b>            Pictures, calendars, spreadsheets, lists, scrap paper, receipts, emails, drafts, etc. that show a development of the project from start to finish</li> <li>• <b>Mentor Verification Form</b></li> </ul>	A. Demonstrates both fieldwork and learning stretch	A. Demonstrates fieldwork	A. Partial demonstration of fieldwork	A. Shows little to no organization and/or substance
	B. Shows consistent effort and diligence  C. Student provides a clear and organized body of evidence  D. Mentor has clearly verified student's work and involvement through the Mentor Verification Form and Dialectical Journal	B. Shows a solid amount of effort and work  C. Student attempts a clear and organized body of evidence  D. Mentor verification is present through the Mentor Verification Form and Dialectical Journal	B. Student shows fair amount of effort  C. Shows a lack of consistency, is slightly disorganized, and/or may need more substance  D. Mentor Verification Form is present, but documentation of work with mentor is limited in Dialectical Journal	B. Shows little to no effort  C. Little to no demonstration of fieldwork  D. No documentation of fieldwork with mentor in Dialectical Journal OR Mentor Verification Form is missing.

\*Non-Proficiency in any category results in the student representing their project.

\*Passing Speech must be within 6- 10 minutes

## Senior Boards Day

- Arrive twenty minutes before presentation time in the middle workroom of the wing where you will present.
  - Upper E rooms, you will meet in Upper E workroom; Lower C, Lower C workroom, etc.
  - If you are presenting in the B or D wing, you will meet in the Library Media Center.
- Wear appropriate, professional attire (no jeans!).

### If Proficient:

- You will receive a message through Canvas sometime during the afternoon after Senior Boards.
- *YOU ARE DONE AND YOU HAVE SUCCESSFULLY COMPLETED YOUR SENIOR PROJECT*



Students who **did not demonstrate proficiency** on their Senior Board presentation will receive an **email on Friday**. This email will be sent to both the student and their parent/guardian.

The message will include:

- Information on where students can find their feedback
- The plan and timeline for revisions and make-up presentations
- Details about how students will receive support from their English teachers

Our goal is to ensure that every student has the opportunity to demonstrate proficiency. English teachers will work individually with students who need to revise, and students will have **multiple opportunities** to present until all areas meet proficiency.



- You will receive your portfolio with specific feedback on your rubric.
- You will need to schedule a meeting with your English teacher to discuss how to become proficient for your rescheduled boards.
- Revise your presentation, product, etc.
- Your boards will be rescheduled within the next week. Be patient while the administration sets up a new board for you.

**Failure to complete the Senior Project will affect grades in both English and Advisement classes and prevent participation in the graduation ceremony.**

## Senior Project Monthly Timeline

Month	Task	Advisement	English	Seminar
August	Project Introduction	X (9/2)	X	
September	Topic Selection	X (9/9)	Cover after 9/3 in class	
	Product and Mentor Brainstorm	X (10/7)		
October	Create Google Drive Folder	X (Reviewed 10/28)	X (by 10/24)	
	Letter Of Intent Due October 24th		X	X Approval of LoI/ Project
November	Letter of Request to Mentor Revised Letter of Intent DUE November 8th	X (10/28 & 11/4)		
	Dialectical Journal Set-Up	X (10/28 & 11/4)		
December	Mentor Agreement Form DUE December 3rd	X (12/9)		
January	Senior Research Paper DUE February 7th		X (1/6-2/6)	
February	Senior Project Poster DUE March 3rd	X (2/17 & 2/24)		Present Poster Week of March 3rd
March	Presentation Requirements	X (3/24)	X	
	Speech and Portfolio		X (ALL classes Introduce Portfolio Requirements no later than 3/23 - 3/27)	
	Letter to the Judges		X	
April	Submit Portfolio Link(s) DUE April 3rd		X	

## AP, IB, and ACC Classes

Class	Teacher	Senior Project Component	When/how will it be covered? (In Class, homework, etc.)
AP Literature and Composition	Rauh	Project Introduction	8/27 and 8/28
		Letter of Intent	9/10 and 9/11
		Research Paper	Introduce 1/26 and 1/27; due February 6
		Portfolio	Introduce 3/23 and 3/24; due April 3
		Presentation/Speech	Introduce 3/30 and 3/31; due 4/6 and 4/7
ACC Intro to Lit	Rapant	Project Introduction	8/25/25
		Letter of Intent	10/10/25
		Research Paper	10/29/25 (begin) - 11/21/25 (due)
		Portfolio	March 2026
		Presentation/Speech	March 2026
IB English HL II	Sproul	Project Introduction	9/2 & 9/3
		Letter of Intent	10/6 & 10/7
		Research Paper	1/6 & 1/7
		Portfolio	March 2026
		Presentation/Speech	March 2026

### Grizz Hour Conference Dates:

- **September 16th Senior Project Conference #1:** Topic Selection Worksheet and Confirmation of Senior Meeting
- **November 11th Senior Project Conference #2:** Verify Lol Approval, Letter to the Mentor Submission, Dialectical Journal, Google Drive Folder
- **February 3rd Senior Project Conference #3:** Mentor Agreement Form uploaded and Fieldwork Journal documentation (hours ✓)
- **March 31st Senior Project Conference #4:** Portfolio, Fieldwork Journal documentation (hours ✓), and Product