

# New Hope-Solebury High School Senior APEX Project

(Active Personal Educational eXperience)

2018-2019

## Senior APEX Project Handbook

The Senior APEX Project is the last formal learning experience of your New Hope-Solebury High School educational career. This project can show your potential, demonstrate prior learning, and help you understand a stronger sense of self. More importantly, the Senior APEX Project can capture your imagination. It can offer you an adventure, tapping into your interests at a transitional time in your life. The hope of Senior APEX Project is to engage your sense of curiosity proactively by having you initiate, develop, and engage in a plan of action. A faculty member will advise you through a process of discovery, encouraging you to embrace what's possible and challenge yourself through the Senior APEX Project. This Senior APEX Project Handbook explains the expectations, process, and outcomes of the Senior APEX Project.

Tell me, and I will forget. Show me, and I may remember.

Involve me and I will understand.

*Confucius*



# Frequently Asked Questions

I enjoyed getting out in the real world and learning about something I liked, not something I was required to do. It was a really great experience!

- Class of 2016 Senior

The project really is well done and anyone can do well if they put their heart into it and follow instructions.

-Class of 2017 Senior

## What is the Senior APEX Project?

The New Hope-Solebury School District Senior APEX Project is a student-directed, challenging project to be completed by every senior. The Senior APEX Project, based on an interest identified by the student, is shaped by an essential question about the student's chosen interest. The essential question is a broad, open-ended question (unable to be answered with a simple "yes" or "no") that drives any large research project. After that question is created, the project entails researching and answering that question and then telling us what you learned about the topic of your question.

The project is divided into four phases:

- preparation
- experience
- reflection
- presentation

## Why the Senior APEX Project?

The Senior APEX Project will give you a model for learning about future endeavors. In fact, the Senior APEX Project:

- helps with transition into life after high school
- taps into an interest
- gives you a practical learning experience
- puts into practice knowledge and skills
- helps you to learn skills and habits of mind by doing
- helps with direction and focus for the future
- helps you to see the value of process
- demonstrates how learning extends beyond school
- facilitates responsibility and empowerment

## When does the Senior APEX Project occur?

The NHS Senior APEX Project begins formally in January and ends after your formal presentation in June. Specific deadlines are provided in the General Overview in this handbook, but keep these dates in mind:

- Seniors will end the fourth quarter on May 17, 2019.
- Experiential phase – May 20 - June 7, 2019.
- Presentation Fair – June 11, 2019



### **Where does the Senior APEX Project take place?**

Most formal high school learning takes place in a classroom, in a library or on the Internet. However, the Senior APEX Project introduces you to the idea that any place can become a site for learning. The Senior APEX Project provides countless options for you to choose where to learn and what you want to learn. Since the Senior APEX Project is experience based, you can research your essential question during the experiential phase in a variety of places outside of the physical site of the high school. For example, any of these can be a **component** of the research during the experiential phase of the Senior APEX Project:

- job shadowing
- interning at an organization, corporation, or non-profit
- setting up an interview with people in the field who have expertise with your chosen topic
- volunteering at a community service/non-profit site
- networking with people at their place of work, fundraisers, or at special events
- meeting interviewees to discuss your project
- making observational notes at an art museum, a community park, a mural site, a music event, a lecture at a local college, etc.

Learning happens everywhere, in all contexts of your life: home, school, athletic field, studio, workplace, grocery store, bank, mall, etc. It is important for you to transition out of the high school experience with the desire and understanding that learning will never stop. The implicit goal of the Senior APEX Project is to have you step outside of your comfort zone...to meet new people in new contexts.

**I loved this experience! I loved making my own choices and having the flexibility to shadow different careers.**

**– Class of 2016 Senior**

## Who is involved in the Senior APEX Project?

- Student – The student creates a project by posing an essential question and a plan to answer that question, follows the process, meets deadlines, submits required forms and completes assignments.
- Faculty Advisor – The NHS Faculty Advisor supports the student during the APEX Project and conducts mandatory meetings as scheduled. The Faculty Advisor meets with the student and offers advice, guidance, and feedback on the development of the project through discussions based on the work the student has completed in his/her Senior APEX Project notebook. The Faculty Advisor contacts the Experience Facilitator before the experiential phase, to confirm placement and to answer any questions and during the experiential phase to discuss the student's experience. The Faculty Advisor contacts parents and the project coordinator as situations warrant, sharing documentation of areas of concern. Additionally, the Faculty Advisor establishes expectations for and collects necessary forms and documents. The Faculty Advisor schedules the time, date, and location for the Senior APEX Project Presentation and forwards this information to the Senior APEX Project Coordinator who organizes the master schedule. If scheduling or location becomes an issue, the Faculty Advisor contacts the Senior APEX Project Coordinator who will schedule the presentation as appropriate. At the end of each marking period, the Faculty Advisor grades the student based on the project rubrics.
- Experience Facilitator – Students are expected to engage an Experience Facilitator for the experiential learning phase of their project. The Experience Facilitator is a resource in a particular area of interest related to a student's essential question and provides facilities or other support for the completion of the project. The Experience Facilitator should not be a member of the student's immediate family. Resourcefulness, independence, and the ability to learn are traits measured by this project; therefore, it is important that students demonstrate the ability to identify, locate, and contact an Experience Facilitator and use specific skills developed during the project to ensure learning. The Experience Facilitator is more than a supervisor. The role suggests a mentor who helps a student answer his/her essential question. In the ideal situation, an Experience Facilitator suggests: Why not look at this? How could you explore that? Could you take advantage of that? The Experience Facilitator submits feedback regarding the student's learning and signs a log sheet that verifies the 60 hours completed by the student.
- Senior APEX Project Coordinators - The Senior APEX Project Coordinators oversee the project. The coordinators conduct activities that support the advisor, the student, and the development of the project. The coordinators maintain the master presentation schedule and oversee project deadlines and requirements. Questions that cannot be answered by the Faculty Advisor can be directed to the coordinators. All policies regarding the Senior APEX Project are ultimately determined by building administration.
- Parents and parents' network - This network is used for getting advice, making connections, and brainstorming ideas.
- Student's personal network – This network is used for contacting an Experience Facilitator, getting advice on the Senior APEX Project process, making connections, and brainstorming ideas.



### **How do I complete a Senior APEX Project?**

You will be guided through this process by your Faculty Advisor. Starting in the third quarter and ending in the days before graduation, you will be required to:

- attend scheduled Senior APEX Project meetings
- complete the assignments in this handbook
- complete the experiential phase of Senior APEX Project
- give a formal presentation before an audience of faculty and students.

During the experiential phase you will be responsible for at least 60 hours of facilitator verified work as well as reflection, documentation, meetings, preparation for presentation, and a formal presentation. (See the General Overview for specific deadlines.)

### **How will I be graded?**

You will earn .5 of a credit for the Senior APEX Project during the second semester of the senior year. You will earn a grade of "P" or "F" for each of the following: third quarter, fourth quarter, and final. All assignments and forms have deadlines prior to the experiential phase. These assignments and forms must be completed before you are released for the experiential phase. You must make a satisfactory final presentation to pass the project and graduate. **The successful completion of a Senior APEX Project is a graduation requirement.** Rubrics in this handbook clarify specific requirements and guide your learning. Students who fail to meet ongoing project requirements will need to meet with administration to determine further consequences. Students must also achieve a "Satisfactory" or "Outstanding" on their presentation or they will need to present a second time.

- **It was a good project! It was stressful, but good stress! It pushed me to step outside of my comfort zone.**
- **I am beyond glad to have been through this experience because now I have confidence in pursuing this career.**
- **My experience was awesome and informative, and I feel better for doing it.**

## General Overview

Each student is assigned to a Faculty Advisor with whom he/she must meet throughout the third and fourth quarters. The Faculty Advisor's role is to guide the student through the following meetings and assignments.

### **December 19-21, 2018 Introduction to and Overview of Senior Project**

- Senior Project Coordinator holds this meeting with the entire senior class.
- Assignment 1 given: What do I have to do to pass the senior project?

### **January 22-25, 2019 Researching Essential Questions and Considering Experience Facilitator Possibilities**

- Communicate with Faculty Advisor if needed.
- Assignment 2 begins: Researching Essential Questions and Experience Facilitators
- Talk about plans for finding a facilitator
- Assignment 3 given: Submitting Your Essential Question
- Assignment 4 given: Parental Permission/Release for Participation

### **February 20-27, 2019 Submitting Essential Questions and Developing a Project Proposal**

- Communicate with Faculty Advisor
- Hand in Assignments 3 and 4: Submitting the Essential Question and Parental Permission to APEX Coordinators.
- Discussion of Developing a Project Proposal
- Clarify role and expectations of Experience Facilitator.
- Assignment 5 given: Project Proposal
- Assignment 6 given: Experience Facilitator Agreement

### **March 13-22, 2019 Formalizing Project Proposal and Relationship with Experience Facilitator**

- Meet with Faculty Advisor
- Hand in Assignments 5 and 6 – Project Proposal and Experience Facilitator Agreement to Faculty Advisor
- Discussion of expectations for the experiential phase, including what you will do for your 60 hours, the roles you and your Experience Facilitator will play in this experience, and how you feel about this upcoming experience.

### **THIRD QUARTER ENDS APRIL 12 for all students.**

### **April 23-26, 2019 Direct Instruction on Reflection, Documentation, and Presentation**

- Senior APEX Project Coordinators hold this meeting during a scheduled English Class.
- Direct instruction on reflection, documentation, and presentation will be given.
- Assignment 7 given: Process of Reflection

### **April 25-May 8, 2019 Clarifying Expectations for the Experiential Phase**

- Meet with Faculty Advisor
- Plan for at least one in-person contact between faculty advisor and student during the experiential phase
- Discuss Assignment 7: Process of Reflection
- Review expectations for documentation and reflection
- Review rubrics
- Assignments 8, 9 and 10 given: Reflections, Final Presentation and Experience Facilitator Log Sheet in English Classes.

### **FOURTH QUARTER ENDS FOR SENIORS ON MAY 17, 2019; EXPERIENTIAL LEARNING PHASE - May 20 – June 7, 2019**

### **June 11, 2019 Final Presentation, Demonstration, or Performance**

- 15-20 minute presentation, followed by 5-10 minutes of questions
- Submit completed Reflections and Experience Facilitator Evaluation Form/ Log Sheet to Faculty Advisor  
(without this completed form you cannot graduate)

## **Assignment 1**

### **To be completed in Canvas**

#### **What do I have to do to pass the Senior Project?**

Introduction: Any project begins with identifying resources and examining how those resources are organized. Successful projects also envision the end goal of the project. In this assignment, you are asked to make yourself familiar with the Senior APEX Project Handbook and to begin to think about your essential question and Outside Facilitator.

Instructions: You will need to set up a senior project notebook. This notebook can be electronic or paper-and-pencil. You will keep all notes, ideas, assignments, documentation of experiences and activities, and reflections in this notebook. You should bring/share this notebook to each meeting with your Faculty Advisor. You are responsible for keeping this notebook up to date and organized.

For this first assignment, answer the following questions in your Senior APEX Project notebook. This assignment is meant to familiarize you with the process of Senior APEX Project. Bring this notebook to your next meeting with your Faculty Advisor where you will discuss the steps of the project.

#### Questions:

1. What is the end product of this project? Explain the ways in which Senior APEX Project is about more than giving a presentation.
2. Look at the ten assignments in the handbook. Explain how the assignments guide your process in developing your Senior APEX Project.
3. List the deadline for each of the ten assignments. What is the ultimate consequence for not meeting project requirements?
4. Who are the adults inside and outside of school who can guide you in this process? How can they guide you?
5. At this point what do you think your Senior APEX Project will be about? Explain why you are heading in that direction.

Conclusion: You have taken the first step to a successful project.

**Assignment 2:  
To be completed in Canvas**

**Researching Essential Questions and Experience Facilitators**

Introduction: Now that you have completed Assignment 1 consider developing the question that will drive your project. Your goal is to create an essential question to guide you through your experiential phase and to your final presentation. This task invites you to explore your interest more deeply so that you can uncover your essential question.

Instructions: Answer the following questions by completing the research tasks described.

Questions:

1. Reflecting on the answers from the first assignment, what do you already know about your area of interest and what do you want to know about this area of interest? (Remember that topics must be school appropriate.)
2. Locate and read at least two reputable articles addressing your area of interest and explain what you learned about your area of interest.
3. Conduct at least one interview with a person outside of the school who knows something about your area of interest. Explain how the interview helped you understand your area of interest.
4. After completing the above, list at least 5 questions that come to mind that would help you satisfy your interest in this area? Below is a list of examples of questions that are derived from an interest in film.
  - A. How does film tell a story?
  - B. What equipment is needed to make a good film?
  - C. How does a director manage the people involved in making a film?
  - D. What jobs are available in the filmmaking industry?
  - E. What is the job of a director?
5. Select one of your questions; revise it and reword it so that it will keep you focused on the rest of your project. Or, combine two or more of these questions into one to keep you focused and help you to think more deeply. This will be your essential question. Below are two examples.
  - A. How can I use my equipment (camera, dollies, arms, computers) to tell a good story?
  - B. How is a director's vision realized in film?
6. Who might be an Experience Facilitator that could help you research this essential question?

Conclusion: You have now completed the steps to develop your essential question. Remember that your essential question can be adjusted and revised as you go through the project. Sometimes, experience, new thinking, and research require such revisions. This is what is meant by the recursive nature of this project. Some sample essential questions are available the NHS Web Page.

**Assignment 3**

**Submit completed and signed form to your Senior APEX Project Coordinators (submit with Assignment 4)**

**Submitting the Essential Question**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

My Essential Question:

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Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Faculty Advisor Name: \_\_\_\_\_

Faculty Advisor Signature: \_\_\_\_\_

**Assignment 4**

**Submit completed and signed form to your Senior APEX Project Coordinator (should be submitted with Assignment 3)**

**Parental Permission/Release for Participation**

This completed form is to be signed and returned to the Senior APEX Project Coordinator.

Student Name: \_\_\_\_\_

The undersigned, being the parent or guardian of above student, hereby authorizes this student to attend and participate in the New Hope-Solebury High School Senior APEX Project for the current school year.

It is understood and agreed that transportation for this student to and from the location of the Senior APEX Project site is the responsibility of the student and the parent(s) or guardians). The undersigned acknowledges that there is insurance coverage provided by student, parent, or guardian for student while traveling to and from the location of the Senior APEX Project site and that the amount of this coverage is satisfactory to the undersigned.

In consideration of the training and experience that this student will receive through this program, the undersigned agrees to release and to indemnify, defend and hold harmless, including reasonable attorneys' fees, the New Hope-Solebury School District and its employees and representatives and the employer of outside facilitator and their employees, agents and representatives from any claims or liability of any kind arising out of this program including, without limitation, injuries to student, or third parties, as a result of action or inaction of student. It is also understood that parents/guardians will have knowledge of the students stated activities during the experiential phase as well as any products and their content that is produced as a result of the Senior APEX Project.

Intending to be legally bound hereby, the undersigned executes this Authorization and Release on the date indicated below.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
(Date)

## Assignment 5

Submit completed and signed form to your **Faculty Advisor (with Assignment 6)**

### Project Proposal

**Introduction:** Now that you have submitted your essential question, you need to outline the proposed activities that will take place during the three weeks of the experiential phase of Senior Project.

**Instructions:** Break down the 60 hours of experience into activities that will help you to explore your essential question. A substantial portion of these hours needs to be spent with your Experience Facilitator. You should consult with your Experience Facilitator to break down these hours into meaningful chunks. Be specific describing your activities. A tightly crafted proposal is required for your final submission but know that your first draft may look more like the general proposal.

Remember: **All Senior APEX Project topics must be school appropriate. Use the following sample as a template for your proposal.**

**Essential Question:** Why is baking considered an art?

**General proposal:** 30 hours at the bakery, 20 hours visiting pastry chefs at other bakeries, 10 hours reading about the art of baking, and 10 hours baking.

#### Final proposal:

Week 1	3 hours with Paul (Outside Facilitator) at his bakery making croissants  1 hour: Go to library...get books on art of baking that Paul recommended	3 hours with Paul at his bakery baking cookies  5 hours: Paul introduces me to Chef Phillip at Jake's. Shadow for remainder of the day	3 hours with Paul at his bakery baking donuts  1 hour: read about baking	3 hours with Paul at his bakery baking breads  3 hours taking classes at Restaurant School.	3 hours with Paul at his bakery baking cakes  1 hour: read on baking
Week 2	3 hours with Paul at his bakery baking puff pastries  5 hours: Paul introduces me to Chef Camille at Le Bec Fin. Shadow for remainder of day	3 hours shadowing at Jake's  1 hour: read on baking	3 hours with Paul at his bakery baking scones  5 hours with Chef Phillip at Jake's	3 hours taking classes at Restaurant School.  1 hour: read on baking	3 hours with Paul at his bakery baking cakes
Week 3	5 hours with Chef Camille at Le Bec Fin  1 hour: read on baking	3 hours taking classes at Restaurant School.	3 Hours: Working with Paul to apply what I learned to my own baking project.	3 Hours: Working with Paul to apply what I learned to my own baking project.	3 Hours: Applying what I learned to my own baking project that I will share at my presentation.

You will bring this initial proposal with you when you meet with your Experience Facilitator. This proposal is a way to talk about how you would like to spend your 60 hours. You will rework this proposal with your Experience Facilitator so that the project meets both of your needs. This proposal is a working document. It may be adjusted after your discussion or during the experience itself.

**Assignment 5 CONTINUED**

**Submit completed and signed form to your Faculty Advisor**

**Senior APEX Project Proposal**

Student Name: \_\_\_\_\_

Student email: \_\_\_\_\_

Student home phone number: \_\_\_\_\_

Essential question:

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Outline of proposed activities (see the sample final proposal) to answer the essential question during the experiential phase (minimum 60 hours):

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Experience Facilitator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Assignment 6

Submit completed and signed form to your Faculty Advisor (turn in Assignments 5 and 6 together)

### Experience Facilitator Agreement

I have read the information about the New Hope-Solebury High School Senior APEX Project. I have met with the student, explored the senior project handbook, and discussed the program. I understand the purpose of the program and will strive to provide experiences for the student to achieve goals that relate to his/her interests. I will have knowledge of the student's activities, final presentation, and any products produced as a result of this experience.

I agree to serve as an Experience Facilitator for \_\_\_\_\_ (student name) who has committed to work approximately fourteen (14) days, five (5) hours a day or the equivalent. I also agree to verify the student's hours by signing his/her log sheet.

Experience Facilitator Name \_\_\_\_\_

Experience Facilitator Signature \_\_\_\_\_

Institution/Business \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Parent signature: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Questions may be directed to:

Lori Soriano and/or Andrea Korn Senior APEX Project Coordinators  
New Hope-Solebury High School  
182 W. Bridge Street  
New Hope, PA 18938  
[lsoriano@nhsd.org](mailto:lsoriano@nhsd.org)  
[akorn@nhsd.org](mailto:akorn@nhsd.org)  
215-862-2028 – HS Main Office

Please return this signed form to the student, who will submit it to his/her Faculty Advisor.

## **Assignment 7**

**To be completed in Google Classroom/Canvas**

### **Process of Reflection**

#### Introduction:

In order to learn from an event, you have to go through the process of reflection. Moving into the experiential phase of the Senior APEX Project, you will find reflection to be a crucial component in discovering the significance of the experience. Learning from an experience does not happen until you reflect on it.

#### Instructions:

In your Senior APEX Project notebook, reflect on the process of Senior APEX Project so far. Use the entries and assignments in your senior project notebook as the foundation for this assignment. This notebook contains the on-going documentation from the Senior APEX Project. Now you need to reflect on this documentation. In this vein, select one Senior APEX Project assignment that you consider important. Then answer the following questions about that assignment.

- What makes that assignment important?
- What did you learn from that assignment?
- What aspects of your senior project have changed since you completed that assignment?

#### Conclusion:

This assignment should help prepare you for the regular documentation and reflection required during the Senior APEX Project experiential phase. During your English class you will discuss expectations (format, length, etc.) for your documentation and reflection during the experiential phase. You will also set up at least one meeting that will occur during the experiential phase of the Senior APEX Project.

## Assignment 8

### Reflections During the Experiential Phase; to be completed in Senior Project Journal (via Google Docs or Personal Journal)

Introduction: Moving into the experiential phase of the project, you will now find the skill of reflection to be a most important tool. In order to gain the most from your experience/placement, you need to observe and record what you think was the most important event of that day. **Each reflection will be approximately one to two paragraphs long.**

Instructions: During the experiential phase you will keep a journal about your Senior APEX Project. When you experience a meaningful Senior APEX Project event or activity, it is important that you document what occurred shortly after that time, so the memory is fresh in your mind. Later, you will return to that documentation and reflect on it.

At the end of your experience you will have at least fourteen (14) thoughtful reflections that will help you to respond to the eight (8) questions that will frame your presentation

- 1) Why did you choose your area of interest?
- 2) What was your essential question?
- 3) What skills and knowledge did you acquire?
- 4) What obstacles did you encounter? How did you overcome/get past those situations?
- 5) What were your greatest, most interesting, or exciting successes, important events, or thoughts?
- 6) What did you learn about yourself?
- 7) What conclusions or understandings about your essential question did you reach?
- 8) How did this experience move you into your future? What would you like to do with this area of interest in the future?

Before the experiential phase your English teacher will discuss expectations (format, length, etc.) for these reflections. You must bring these reflections to your presentation.

## Assignment 9

### Final presentation, demonstration, or performance

#### Final Presentation, Demonstration, or Performance

Introduction: It is now time to use your reflections to prepare to make a presentation, a demonstration, or a performance in response to your own essential question.

First, you will need to decide if you will make a presentation, demonstration, or performance:

**A Presentation** is a formal speech that engages the audience with good public speaking skills that you have learned during your twelve years of school. Those skills include rhetorical skills (developing your idea clearly and logically, etc.) and presentation skills (eye contact, having your speech internalized, etc.).

**A Demonstration** requires students to demonstrate their knowledge, skills, and strategies by showing how something works, how something is built or created, or how to do something.

**A Performance** requires students to act in the role of some professional capacity.

Singing a song, playing an instrument, performing a skit are all examples of a performance.

Once you have decided which mode(s) you will use, consider what you want to convey to your audience. In a formal presentation, demonstration, or performance, answer the following questions:

- 1) Why did you choose your area of interest?
- 2) What was your essential question?
- 3) What skills and knowledge did you acquire?
- 4) What obstacles did you encounter? How did you overcome/get past those situations?
- 5) What were your greatest, most interesting, or exciting successes, important events, or thoughts?
- 6) What did you learn about yourself?
- 7) What conclusions or understandings about your essential question did you reach?
- 8) How did this experience move you into your future? What would you like to do with this area of interest in the future?

Instructions: Your presentation should demonstrate evidence of rehearsal. Arrive at your location for your final presentation, demonstration, or performance early so that you can prepare any resources that you will use. Do not take up time during the presentation itself to download resources. This is a formal event. Please dress appropriately. You will present before a panel of faculty and students. You should also invite your Experience Facilitator and any other person you choose. The faculty panel will give feedback based on your response to the eight guiding presentation questions (listed above), your response to your own essential question, your public speaking skills, and your professional appearance. Your presentation time is 15 minutes. The panel will take 5 minutes to ask questions. If your faculty panel deems your presentation unsatisfactory, you must present again. You must make a satisfactory final presentation to pass the project and graduate.

(Remember to bring your Senior APEX Project Notebook with fourteen thoughtful reflections and your signed Experience Facilitator Log Sheet to your presentation.)

**Assignment 10**

**Submit completed and signed form to your Faculty Advisor (turn in DAY OF PRESENTATION)**

**Experience Facilitator Evaluation Form and Log Sheet**

Student: \_\_\_\_\_

Experience Facilitator: \_\_\_\_\_

Week of Monday, May 20 No. of Hours worked during Week #1: \_\_\_\_\_

Facilitator Signature: \_\_\_\_\_ Date \_\_\_\_\_

Week of Monday, May 27 No. of Hours worked during Week #2: \_\_\_\_\_

Facilitator Signature: \_\_\_\_\_ Date \_\_\_\_\_

Week of Monday, June 3 No. of Hours worked during Week #3: \_\_\_\_\_

Facilitator Signature: \_\_\_\_\_ Date \_\_\_\_\_

Total number of hours worked (minimum 60) \_\_\_\_\_

FEEDBACK: Please indicate Satisfactory (S) or Unsatisfactory (U)

1. Was the amount of effort put forth by the student acceptable? \_\_\_\_\_

2. Did the student attend as scheduled? \_\_\_\_\_

3. Was the student cooperative? \_\_\_\_\_

4. Did the student accept responsibility and make decisions? \_\_\_\_\_

5. Did the student demonstrate an appropriate attitude? \_\_\_\_\_

Comments \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

### 3<sup>rd</sup> Quarter Rubric/Evaluation Report

Student must earn a "P" on all steps in order to pass for the third quarter

	<b>P</b>	<b>F</b>
Assignment 1: What do I have to do to pass the Senior APEX Project?	Completes the notebook entry thoughtfully, answering all the questions thoroughly.	Fails to complete the notebook entry thoughtfully and/or fails to answer all the questions thoroughly.
Assignment 2: Researching Essential Questions and Considering Experience Facilitator Possibilities	Completes the notebook entry thoughtfully, answering all preliminary questions and the driving question of this assignment.	Fails to complete the notebook entry thoughtfully or fails to answer all preliminary questions or the driving question of this assignment.
Assignment 3: Submitting Essential Questions	Submits a thoughtful essential question	Fails to submit a thoughtful essential question
Assignment 4: Parental Permission Form	Submits a signed parental permission form	Fails to submit a signed parental permission form
Independence and Initiative	Handles appointments and deadlines in a timely and responsible fashion.	Fails to handle appointments and deadlines in a timely and responsible fashion.

## 4<sup>th</sup> Quarter Rubric/Evaluation Report

Student must earn a "P" on all steps in order to pass for the fourth quarter

	<b>P</b>	<b>F</b>
Assignment 5: Project Proposal	Successfully completes and submits a thoughtful/detailed Senior APEX Project Proposal.	Fails to successfully complete and submit a thoughtful/detailed Senior APEX Project Proposal.
Assignment 6: Experience Facilitator Agreement	Submits the signed Experience Facilitator Agreement form	Fails to submit the signed Experience Facilitator Agreement form
Assignment 7: Process of Reflection	Completes the notebook entry thoughtfully, answering all questions in this assignment.	Fails to complete the notebook entry thoughtfully or fails to answer all questions in this assignment.
Independence and Initiative	Handles appointments and deadlines in a timely and responsible fashion.	Fails to handle appointments and deadlines in a timely and responsible fashion.

Student Name \_\_\_\_\_ Advisor \_\_\_\_\_

### Rubric (ELP/Final)/Evaluation Report

Student must earn a "P" on all steps in order to pass for Final/Presentation

	<b>P</b>	<b>F</b>						
Assignment 8: Reflection during experiential phase	Completes and submits fourteen reflective journal entries about Senior APEX Project experiences	Fails to complete or submit fourteen reflective journal entries about Senior APEX Project experiences						
Assignment 9: Final Presentation, Demonstration, or Performance	<p>Presentation, demonstration or performance answers the eight guiding questions of Senior APEX Project. Student makes a professional appearance. Student responds to his/her essential question.</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Outstanding</b></td> <td style="text-align: center;"><b>Satisfactory</b></td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	<b>Outstanding</b>	<b>Satisfactory</b>			<p>Presentation, demonstration or performance does not answer all eight guiding questions of Senior APEX Project. Or student fails to make a professional appearance. Or student fails to respond to his/her own essential question.</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Unsatisfactory</b></td> </tr> <tr> <td style="height: 40px;"></td> </tr> </table>	<b>Unsatisfactory</b>	
<b>Outstanding</b>	<b>Satisfactory</b>							
<b>Unsatisfactory</b>								
Assignment 10: Experience Facilitator Evaluation and Log Sheet	Submits completed and signed Experience Facilitator Evaluation and Log Sheet with at least 60 hours.	Fails to submit completed and signed Experience Facilitator Evaluation and Log Sheet or has fewer than 60 hours.						

