

FRANCIS W. PARKER CHARTER ESSENTIAL SCHOOL
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Thank you so much for being a panelist for a Senior Project Exhibition. We sincerely appreciate your participation in this important milestone in our students' academic careers. There are four to six jurors on a Senior Project panel, including the Senior Seminar teacher, a member of Parker's junior class (sometimes two), a member of the Parker faculty, an outside community member (sometimes two), and the mentor of the student presenting (if they had one). On the third page of this document is the rubric we will use to assess the Senior Project Exhibition. As you can see, we are very interested in how well the student can present, through this exhibition, his/her learning and explain his/her choices throughout the course of this project.

Basic Exhibition Format:

- General introductions
- Student presentation for thirty to sixty minutes about what s/he has done and learned
- Jurors on panel ask questions
- Panel convenes in another room to review the exhibition
 - Jurors discuss the presentation including warm and cool feedback
 - Jurors complete individual rubrics
 - Panel comes to consensus on student's assessment (if requested by the student)

A Juror's Role:

- Review the criteria on the Senior Project Exhibition Rubric
- Listen to the exhibition
- Take notes that will help you assess the work, keeping track of questions that arise for you
- Ask the presenter thoughtful questions after the presentation is complete
- Share your thoughts on the student's presentation, guided by the criteria on the rubric
- Assess the student's thirty to sixty-minute presentation after it is complete
- Work with other members of the panel, facilitated by the Senior Seminar teacher, to arrive at a consensus assessment of the presentation (if an overall assessment is requested by the student)

It is important to note that the task of the jurors is to assess the exhibition itself (that is, what the student presents and how s/he presents it in the time allotted). As a juror, you are not being asked to assess the student's work over the course of the year or the product they created, though, of course, these things factor into what a student is able to talk about in the exhibition itself.

We have also learned that jurors find it helpful to know that the graduation requirement for students is to do an exhibition, but not necessarily meet on it. Though your feedback is of great importance and interest to the student, the jury's assessment does not decide whether a student graduates, so please don't worry about that!

Please look at the criteria on the rubric on the final page of this document for more information about the expectations for the student in this exhibition.

A note about the boxes on the rubric:

We use the language of Beginning (Bg), Approaching (Ap), Meeting (Me), and Exceeding (Ex) to assess our students' work.

- Beginning means that the criteria are not addressed or understanding is poorly or unsubstantially conveyed.
- Approaching means that the particular criteria falls short of meeting expectations, but there is evidence of some serious and thoughtful work being done to address it.
- Meeting means that the criteria has been satisfied to the level that you would expect from a high school senior who has engaged in a year of study on the topic (and has six years of practice with oral presentation and public exhibitions in our school). Presentations that are meeting standards will successfully demonstrate clear evidence of a deep knowledge base, an intentional structure for the presentation, solid delivery skills and reflection on and synthesis of learning.
- Exceeding means that the student has gone above and beyond expectations and has demonstrated a deeply thoughtful and nuanced presentation of understanding. Presentations that are exceeding standards will show clear evidence of a least two of the following criteria: insight/passion/enthusiasm conveyed to the audience; an exceptional structure that unifies learning, the year and the exhibition; a high level of self-awareness, self-growth or meta-analysis; a profound expertise in the topic that is conveyed with exceptional clarity.

You will have the opportunity to assess the exhibition individually. We may also be asked by the student to come to consensus about an overall assessment for the student's presentation. This will be explained in more detail when we meet as the jury after the exhibition.

We thank you again for your willingness to serve as a panelist. If you have any questions, please make sure to ask them of the Senior Seminar teacher who will facilitate the exhibition and panel deliberation.

Sincerely,

The Senior Seminar Teachers

Senior Project Exhibition Rubric

Student Name: _____

Juror Name: _____

You exhibit your learning in a way that allows the audience to understand what you know, how you came to know it, what you did with it, and what it means/why it matters.

Beginning

Approaching

Meeting

What you know:

- You demonstrate a solid foundation of knowledge about your topic.
- You explain, using clear examples drawn from research and personal experience, the major learning of your year.

How you came to know it:

- You reference key moments, experiences, collaborators, and/or resources from your year and how they influenced your project.

What you did with it:

- You show evidence of applying your learning in a meaningful and authentic way.

What it means/why it matters

- You shed authentic and relevant insight on your essential question.
- You reflect on your personal learning and growth over the year.
- You answer questions knowledgeably and thoroughly.

You exhibit your learning through an intentional, coherent and appropriate structure and use the conventions of delivery well in your exhibition.

Beginning

Approaching

Meeting

Intentional, coherent, appropriate structure:

- You organize your presentation in a way that meaningfully and/or logically progresses from beginning to end.
- You use your time effectively.
- You successfully craft and utilize presentation aids and other supporting materials that meet the needs of your audience.
- You understand, anticipate, and fulfill your technological needs.
- You make deliberate choices to engage both novices and experts.

Conventions of delivery:

- You speak clearly and at an appropriate pace and volume.
- Your tone and language are suitable.
- You make effective eye contact with your audience.
- You demonstrate clarity and confidence about your material/subject.

Overall Assessment:

Beginning

Approaching

Meeting