**Senior Exit Project Guidelines**



Artwork by H. Renken

**2017 - 2018**

**Senior Exit Project**

During their tenure at Eureka Jr./Sr. High School, and with the aid of classroom teachers, students will maintain portfolios that include a variety of projects and reflections from various disciplines. Starting in junior year and finalizing during senior year, students will select a minimum number of the projects from their portfolio to showcase growth over time and preparedness as effective communicators, critical thinkers, lifelong learners, and well-rounded, productive members of society. **Note:** The Senior Exit Project, consisting of a portfolio (3-ring binder), a presentation, and an exit interview, is a graduation requirement of Eureka Jr./Sr. High School.

**Students who do NOT complete the Senior Exit Project will NOT be allowed to walk with their class at graduation.**

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*Revised August 2017*

Eureka Jr./Sr. High School Senior Exit Portfolio

Rationale

This student-centered process allows students to

* reflect on work and see growth accomplished throughout the years at EJSHS;
* receive positive feedback;
* practice the interview process for real-world application;
* focus on strengths;
* begin a lifelong process of reflection and service; and
* connect work to post-secondary goals.

**Anticipated Cross-Curricular Educational Results**

Students become **critical thinkers** who . . .

* acquire and apply knowledge of content standards,
* analyze, interpret, evaluate, and synthesize information,
* demonstrate technological skills through computer applications, and
* employ knowledge to solve problems.

Students become **responsible members of society** who . . .

* take responsibility for personal decisions, and
* participate in community service.

Students become **lifelong learners** who . . .

* demonstrate study skills,
* take responsibility for learning,
* set goals, and
* utilize available resources.

Students become **effective communicators** who . . .

* demonstrate literacy in reading, writing, speaking, and listening,
* develop creative and artistic abilities, and
* use multimedia as a communication tool.

***The Senior Exit Project represents one component of the Eureka Jr./Sr. High School accreditation process for the state of Kansas.***

**Kansas College and Career Ready Standards**

The Kansas College and Career Ready Standards may be located at http://community.ksde.org/Default.aspx?tabid=5301

**Personal Philosophy**

**NOTE: The following requirements will be completed during a senior English class.**

**This I Believe – Appendix A**

Student will produce a **maximum 500-word statement of his/her personal beliefs** and **values that rule his/her thoughts and actions**, which will be **presented in the Portfolio** (3-ring binder).

The final draft of the composition should contain the following basic features:

* Family background
* Personal beliefs
* Values that rule your thought and actions
* How you reached those beliefs
* Essay should be highly personal

**In addition to the above, the final composition should be**

* **Maximum of 500 words**, typed, double-spaced, one-inch margins
* **Times New Roman 12-point font**
* **Properly formatted** according to MLA style
* **Edited** for spelling, mechanical, grammatical, and typographical errors

**Personal Creed – Appendix B**

As part of a semester-long project during senior English class, students will create a personal creed, which will be **presented in the Portfolio** (3-ring binder) as well as during the **Senior Exit Presentation.**

**Six-Word Memoir – Appendix C**

As part of a project during senior English class, students will fashion a six-word memoir, which will be **presented in the Portfolio** (3-ring binder) as well as during the **Senior Exit Presentation.**

*Revised August 2017*

**Letters of Recommendation Guidelines**

**.**

**NOTE: Juniors** must obtain **ONE letter of recommendation** for placement in their Senior Exit Portfolio, and **seniors** must obtain a minimum of **TWO additional letters of recommendation\*** for placement in their Senior Exit Portfolio.

The Letter of Recommendation\* is a letter written by an adult, other than an EJSHS school employee or a relative, which attests to the student’s character and achievements. For example, adults such as a neighbor, minister, work supervisor, coach outside EJSHS are acceptable, while a classmate (current or former) or student from another school is not acceptable.

**Note:** Juniors may obtain a letter of recommendation written by someone from at EJSHS.

**Background:**

* Student’s name
* How long have you known the student?
* How do you know the student (i.e. employer, neighbor, minister, etc.)?

**Content:**

* Describe the student’s personality, character, and/or achievements
* What stands out about this student?
* Anything else you would like to add

**Your Information:**

* Signature
* Date
* Printed Name
* Phone #
* Address

**Rule of Thumb:** Always ask for more letters than needed to avoid the issue of someone not following through and writing a letter.

*Revised August 2017*

**Writing a Letter of Recommendation**

123 Winston Road **Letter writer’s address**  
Eureka, KS 67045

March 16, 2017 **Date the letter was written**

Senior Exit Project Committee  
815 N. Jefferson **Address the letter to here**   
Eureka, KS 67045

Dear Senior Exit Project Committee:

In the first paragraph of a letter of recommendation, please explain how you know the student and for how long you have known the student. Include the name of your business and your title if the student worked for you. Finally, explain why you are writing the letter, which is a letter supporting the student’s graduation from high school.

Beginning with the second paragraph, the body of the letter should discuss the personal characteristics and specific skills of the student you are recommending. It often helps to begin by making a list of the student’s strengths you would like to share in your recommendation. Using this list, generate a paragraph to support the strengths you choose to emphasize. Keep in mind, the best recommendation letters provide specific examples highlighting examples of the individual’s character and skills. Remember to be as specific as possible.

Summarize the main points of the body of your letter. Write a closing statement about your belief that the individual is ready to graduate. Finally, be sure to share your contact information, including telephone number and email address, so recipients might contact you with any further questions.

Sincerely,

Writer’s signature (Letter writer should sign his/her name after printing the letter.)

Writer’s Typed Name

**Other Guidelines:**

* Print the letter on company letterhead if your association is through a school or a business
* Include a handwritten signature in blue or black ink (unless it is an email)

**Note:** This template is available for download online at https://www.usd389.net/ 🡪 Parents & Students 🡪 Senior Exit Project.

*Revised August 2017*

**Guide to Writing Thank You Notes**

**It is important to send a thank you note to each person who writes a letter of recommendation for you, as well as to anyone else who is instrumental in helping you through this process.**

Timeliness – When to Send

* Send your thank you within one week after receiving the letter of recommendation, gift, or gesture
* A late thank you note is always better than not sending one

Handwritten

* Even if using a preprinted thank you card, always include a handwritten note
* Hand writing a note adds a personal touch

What to Write - Be Specific

* Be sure to identify the letter, the gesture, or the item in the note
* Be gracious and grateful, even if it is not something you like
* In the event you did not like the gift, you can always say something such as, “I will think of you whenever I use **\_\_\_\_\_\_\_**.”

Address

* You may use first names if that is what you generally use to refer to the persons
* If the giver is a friend of your parent or someone with whom you are not personally familiar, use the more formal address of “Mr.,” “Mrs.,” or “Ms.”

**Sample Thank You Notes:**

Dear Mike,

Thank you very much for the yellow baby bibs. The bumblebee design is perfect to keep the new baby clean at every meal. The shower was a special event, and I am looking forward to seeing you at the upcoming birthday party. Thank you again, Mike.

Love,

Nancy

Dear Mr. and Mrs. Jones,

Thank you for the $25 for graduation. As you know college is expensive so I will be saving the money to help pay for my books and tuition. I appreciate you thinking of me at this special time in my life.

Sincerely,

Joe

Dear Mr. Smith,

I want to thank you for sponsoring my picture on the Sports Page of this week’s *Eureka Herald*. Thank you for your willingness to support EJSHS and our athletic program. The gesture means a great deal to me, as well as the rest of the school.

Sincerely,

Jane Jones

**Cover Letter (Business Letter) Guidelines**

* Do not send a résumé without a cover letter (unless specifically directed to do so).
* Properly-formatted business letter (See the sample that follows).
* Times New Roman, 12 point font, 1” margins
* Letter should be concise; no more than one page with three to five paragraphs maximum.
* Address your cover letter to the Senior Exit Project Committee.
* Discuss in detail why you feel you are ready to graduate.
* Outline your strengths (See table below).
* Demonstrate your abilities with concrete examples (See table below).
* Explain your immediate future plans.

* Use action verbs (See list starting on page 14 in booklet).

* Use your own words.

* Letter should reflect your individuality and creativity.
* Spelling, typographical, and grammatical errors are **unacceptable**.
* Sign your letter in standard blue or black ink.
* Print on résumé paper (provided by district).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sample Strengths** | | | **Sample Abilities** | | |
| creative | flexible | independent | welding | carpentry | math |
| organized | dedicated | ambitious | machine tool | graphic design | Spanish |
| honest | patient | friendly | automotive | writing | technology |

*Revised August 2017*

**Cover Letter (Business Letter) Writing Guidelines**

**Organization**

The first paragraph of a typical business letter is used to state the main point of the letter. Begin with a friendly opening; then quickly transition to the purpose of your letter. Use one or two sentences to explain the purpose, but do not go into detail until the next paragraph.

Beginning with the second paragraph, provide the supporting details to justify your purpose in writing. These details may take the form of background information, etc. One or two short paragraphs within the body of the letter should be enough to support your reasoning. Finally, in the closing paragraph, briefly restate your purpose and why it is important. If the purpose of your letter is requesting a letter of recommendation, end your letter with contact information in the event the individual has further questions.

**Tone**

1. Keep your reader in mind. Ask yourself how you might react to receiving the letter?
2. Select a tone that is appropriate for the reader and the purpose for which you are writing.
3. Your tone must always be courteous.
4. Use a style that is relaxed, natural, and easy to read. Avoid words and phrases that are stiff, technical, or overused. Also, avoid any use of informal language, including slang, colloquial, or contractions.
5. After your letter is written, reread it. Is the message clear? Is it written in a sincere, courteous, and natural tone?

**Word Choice**

1. Word choice is important for creating a clear message.
2. Use positive words.
3. Use active voice in writing. (i.e. - “The secretary typed the letter” is active voice. “The letter was typed by the secretary” is passive voice.)
4. Keep it short and simple. Avoid being overly wordy, and avoid clichés.

**The main points of your cover letter will include**

* Discussing why you feel you are ready to graduate - *introduction*
* Outlining your strengths – *paragraph 2*
* Demonstrating your abilities using specific examples – *paragraph 3*
* Explaining your plans for your immediate future – *paragraph 4*
* Thanking the committee – *final sentence*

**NOTE:** Cover letters will be written as part of the senior English course.

*Revised August 2017*

**Cover Letter (Business Letter) Letter Format**

1600 Main Street  
Eureka, KS 67045

Return address of letter writer

*Hit enter FOUR times (spacing set at single space)*

NOTE: May reduce this to a single return in order to force the letter to fit onto one page.

Date of the letter

October 12, 2017

*Hit enter FOUR times (spacing set at single space)*

NOTE: May reduce this to a single return in order to force the letter to fit onto one page.

Ms. Anna Brown, Chair  
Department of Linguistics  
Right State University  
1415 University Drive  
Felicity, OH 45434

*Hit enter TWO times*

Complete name, title, and address of recipient

Salutation with a colon

Dear Ms. Brown:

*Hit enter TWO times*

**See Cover Letter (Business Letter) Writing Guidelines**

Body of the letter

*Hit enter TWO times*

Sincerely,

Closing

**Signature**

Sender’s Name

*Hit enter FOUR times*

Typed Name

*Hit enter TWO times*

Enclosure(s)

|  |
| --- |
|  |

Enclosure: If you are enclosing additional information with your letter such as a résumé, skip two single lines after your typed name and type "Enclosure" or "Enclosures." If you use the plural, you have the option of stating the number of enclosures in parentheses. Enclosures (2)

*Revised August 2017*

**Cover Letter (Business Letter) Template**

123 Winston Road **Letter writer’s address**   
Eureka, KS 67045

March 16, 2018 **Date the letter is written**

Senior Exit Project Committee  
815 N. Jefferson **Address the letter to here**  
Eureka, KS 67045

Dear Senior Exit Project Committee:

Begin with a friendly, but formal opening, then transition into why you are ready to graduate, which is the purpose of your letter. Use one or two sentences to explain the purpose, but do not go into detail until the next paragraph.

Beginning with the second paragraph, discuss in more detail why you feel you are ready to graduate by outlining your strengths using specific details. Be sure to tie those back to what you have learned in the classroom.

In the third paragraph, demonstrate your abilities with specific examples. Be sure to tie those abilities back to what you have learned in the classroom. Note: In some cases paragraphs two and three may be combined into a single paragraph more developed paragraph.

In the fourth paragraph, explain your immediate plans for the future, briefly restate the purpose of your letter (why you are ready to graduate), and close by thanking the SEP committee for their time.

Sincerely,

Student signature (Sign your full name in standard blue or black ink AFTER printing)

Student’s Typed Name

**Good Rule of Thumb**: Now is the time for each of you to start including your middle initial in your name and especially in your signature, as in my name Sheila E. Koup.

**Note:** Template available online for download at https://www.usd389.net/ 🡪 Parents & Students 🡪 Senior Exit Project

*Revised August 2017*

**Writing a Résumé**

**Goals of a résumé:**

* Spark a potential employer’s interest
* Convince a potential employer you are worth interviewing
* Résumé is an advertisement for *you*

Gather information about yourself

* Job(s)
* Education – high school / college (do not include anything prior to 9th grade)
* Volunteer activities
* Awards and honors
* Club and organization memberships
* Sports participation

**Employment / Work Experience**

1. Write down the most significant details of every job you have held, both full and part time
2. Basic details of each job, including
   1. Employer’s name, address and telephone number
   2. Name(s) of supervisors
   3. Exact dates worked at each company
   4. Approximate number of hours per week
   5. Specific duties and responsibilities
   6. Specific skills utilized
   7. Awards, letters of recommendation
3. Look at what you *did* at those jobs.
   1. Focus on what you *accomplished* at those jobs rather than simply what you did on a daily basis.
   2. Job descriptions should contain phrases utilizing action words (See Résumé Action Words starting on page 14)

**Community Service / Volunteer Experience**—Treat the information provided for volunteer experience just as you would work experience.

1. Each organization’s name, address and telephone number
2. Name of the paid director or the volunteer leader with whom you worked
3. Exact dates when you were involved in the organization
4. Approximate number of hours per week you spent working for the organization
5. Specific duties and responsibilities
6. Specific skills used
7. Awards/ Letters of recommendation

*Revised August 2017*

**Education**

Education history is a critical component of arésumé, especially for someone who has less than five years of job experience.

Details about college(s):

* Name and address (city and state) of each school
* Years attended
* Courses taken - optional

Details about high school:

* Name and address (city and state) of each school
* Years attended
* Anticipated graduation date
* Honors
* Important courses - optional

Type of accomplishments that might be included:

* Grade point average (If it is something to brag about)
* Class Rank (If it is something to brag about)
* Extracurricular activities
* Class and club offices

**Organizations / Activities / Athletics**

* Name of the organization
* Office(s) you held
* Duties/responsibilities within the organization

**Important Elements to Remember about Résumés**

* Attractive, eye-catching layout
* Make appropriate use of white space – do not crowd information
* Appropriate use of bold face type – use a pattern and stick with it
* Appropriate use of fonts – use no more than 2 different fonts
* No errors of any kind
* Fits on one page (In the case of someone who has been highly involved, a person can create a second page for organizations and/or awards when necessary).

*Revised August 2017*

**Résumé Action Words**

The following is a list of action words often used in résumés to provide potential employers with a clear and specific impression of what résumé writers have done and what they can do.

Use these words when drafting your own résumé. This is not an all-inclusive list, but will be very helpful while working on your résumé.

accomplished

achieved

acquired

acted

adapted

addressed

administered

advanced

advertised

advised

advocated

aided

allocated

analyzed

answered

anticipated

applied

appraised

approved

arranged

ascertained

assembled

assessed

assisted

attained

audited

augmented

authored

bolstered

briefed

brought

budgeted

built

calculated

cared

chaired

charged

chartered

checked

clarified

classified

coached

collaborated

collected

comforted

committed

communicated

compared

completed

complied

composed

computed

conceived

conducted

conserved

constructed

consulted

contracted

contributed

converted

cooperated

coordinated

copied

correlated

created

cultivated

dealt

debated

decided

defined

delegated

delivered

designed

detected

determined

developed

devised

devoted

diagnosed

directed

discovered

discriminated

dispatched

displayed

dissected

distinguished

documented

drafted

drove

edited

eliminated

empathized

enabled

encouraged

enforced

enhanced

enlightened

enlisted

ensured

established

estimated

evaluated

examined

expedited

experimented

explained

explored

expressed

extracted

facilitated

fashioned

fashioned

financed

fixed

followed

formulated

fostered

founded

fulfilled

gained

gathered

generated

governed

guided

handled

headed

helped

hosted

identified

illustrated

imagined

implemented

improved

improvised

increased

indexed

indicated

influenced

informed

inspected

installed

instituted

instructed

integrated

interpreted

interviewed

introduced

invented

launched

learned

lectured

led

lifted

listened

lobbied

located

logged

made

maintained

managed

mapped

marketed

mastered

maximized

mediated

memorized

mentored

met

minimized

modeled

modernized

monitored

motivated

narrated

negotiated

observed

obtained

operated

ordered

organized

originated

overhauled

oversaw

participated

perceived

perfected

performed

pioneered

planned

practiced

predicted

prepared

presented

prioritized

produced programmed

projected

promoted

proposed

protected

proved

provided

publicized

published

purchased

pursued

queried

questioned

raised

ranked

rationalized

read

reasoned

received

recommended

recorded

redesigned

reduced

referred

related

relied

reorganized

reported

researched

researched

responded

restored

revamped

reviewed

revised

scanned

scheduled

screened

selected

shaped

solicited

solved

specialized

spoke

stimulated

strengthened

stressed

studied

succeeded

summarized

supervised

supported

surveyed

sustained

symbolized

tabulated

talked

taught

tested

tracked

trained

translated

updated

utilized

validated

verified

visualized

worked

wrote

*Revised August 2017*

**Jan N. Kaine**

209 P Road

Eureka, Kansas 67045

620.583.7099

jnkaine@gmail.com

***NOTE:*** *Make sure you have a “grown-up” email address. Avoid using an email address that might make employers have questions about you. Do NOT use your school email address! It is deleted as soon as you graduate!*

**Objective** To graduate high school

**Education Flint Hills Technical College 2017 – present**

Emporia, KS

Comp I and II

**Eureka Jr./Sr. High School 2014 – present**

Eureka, Kansas

Anticipated graduation date: **May 13, 2018**

**Employment Burger King August 2017 – present**

El Dorado, KS

**James Jones, Supervisor**

* Bulleted list using **action verbs** describing

your job duties

* Manage a three-person shift
* Monitor . . .

**Lonesome Ranch Summers 2005 – present**

Severy, KS

**Sam Smith, Supervisor**

* Bulleted list using **action verbs** describing

your job duties

* Build fence for cattle
* Maintain . . .

**Organizations** SADD **2013 – present**

Student Council **2013 – 2014**

**Awards** TVL All-League Volleyball **2013 - 2014**

Most Inspirational Player – football **2012 – 2013**

**Volunteer** Manager – EJSHS Basketball **2012-2013**

* Bulleted list using **action verbs** describing

your job

* Maintained accurate inventory list

**References** Available upon request

\* Template available for download online at https://www.usd389.net/ 🡪 Parents & Students 🡪 Senior Exit Project

*Revised August 2017* **Note: Change margins back to 1” if you do not need the margins this small!**

Community and School Service Guidelines

**Why should I do community and school service?**

Community service provides students the opportunity to be contributing members of society and experience the joy of giving. Some community service activities will also offer valuable insight into future employment opportunities.

**How many hours do I need?**

By the end of their senior year, students must have completed a total of **sixteen (16)** hours of community service **and twenty-four (24)** hours of school service. Service hours must be completed throughout **each year** of high school. **Students must complete at least 10 hours each year.** Waiting until senior year will only result in additional stress and difficulty locating community service opportunities. Start as soon as possible to complete your **40** hours of high school service.

**This chart indicates requirements that must be met by the end of each class’s senior year.**

Class of 2018 Requirements: 17 community service and 21 school service hours

Class of 2019 Requirements: 24 community service and 16 school service hours

All future classes 24 community service and 16 school service hours

**NOTE: Students may not “bank” hours from year to year, but instead student must complete service hours each year.\***

**\* The goal of this project is for students to develop the habit of performing service every year.**

**What is considered an acceptable service activity?**

**Community Service Guidelines**

|  |  |
| --- | --- |
| **Acceptable** | **Not Acceptable\*** |
| Any community service event that can be verified with a supervisor’s name, signature, and phone number is acceptable.Each form should also include a brief description of the work performed. | * Any activity for which a student is paid with money or grades * Selling food at a sporting event is not community but rather school service * Taking a class or a workshop * Activities must not be completed for the benefit of family or friends. (i.e. mowing Grandma’s lawn is not community service.) |

*Revised August 2017*

**School Service Guidelines**

|  |  |
| --- | --- |
| **Acceptable** | **Not Acceptable\*** |
| * Any **school service event** that can be verified with a faculty member’s name and signature is acceptable. * The form should also include a brief description of the work performed. * Participation in athletics, band, cheerleading, and Pop Chorale can earn students some school service hours (\*\*see explanation below) | * Any activity for which a student is paid with money or grades * Any activity required as part of a class and/or for a grade * Any work completed as a result of disciplinary action * Work completed as a student aide or at a teacher’s request, unless specifically identified as a service opportunity * **School service hours must be earned OUTSIDE the school day in order to count.** |

\* unless otherwise approved by the SEP committee and administration

**Beginning with the 2015-2016 School Year:**

\*\* Student Athletes / Managers completing a full season will receive ONE hour of school service per season.

\*\* Band members completing a full season will receive ONE hour of school service per season.

\*\* Pop Chorale members completing a full basketball season will receive ONE hour of school service.

\*\* Cheerleaders completing a full season will receive ONE hour of school service per season.

**Beginning with the 2016-2017 School Year:**

\*\* Officers (Class and/or Organizations) may earn ONE hour of school service for performing above and beyond the call of duty as determined by the class sponsors. Class officers do NOT automatically earn an hour of school service simply for being an officer.

**Where can I go to find service opportunities?**

Steve Schlup, EJSHS Counselor

Janell Castle, EJSHS Counselor

Kim Ring, science teacher

Scott Miller, social science teacher

Tara Rockhill, Special Education teacher

Karen Bitler, math teacher

Heather Lewis, FACS teacher

Area churches

Chamber of Commerce

City Administrator

Extension Office

Relay for Life Chairperson

Eureka Recreation

*Revised August 2017*

Student First Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LAST NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Please PRINT)

**Community and School Service Verification and Reflection Form**

**Eureka Jr./Sr. High School**

Directions:

* Please print neatly and complete in INK. When recording dates, please include month, day, and year.
* Students should submit form to the appropriate individual listed on the back each time they have completed a community or school service activity.

Grade: 7 8 9 10 11 12 (circle current grade)

|  |
| --- |
| **Activity #1** School ☐ Community ☐ (check one) Number of hours: \_\_\_\_\_\_  Date of activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How does this service benefit others? (Write a minimum of 3 – 4 sentences.)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Activity #2** School ☐ Community ☐ (check one) Number of hours: \_\_\_\_\_\_  Date of activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How does this service benefit others? (Write a minimum of 3 – 4 sentences.)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**NOTE: This form should be DOUBLE-SIDED!**

|  |
| --- |
| **Activity #3** School ☐ Community ☐ (check one) Number of hours: \_\_\_\_\_\_  Date of activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How does this service benefit others? (Write a minimum of 3 – 4 sentences.)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Activity #4** School ☐ Community ☐ (check one) Number of hours: \_\_\_\_\_\_  Date of activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type of work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How does this service benefit others? (Write a minimum of 3 – 4 sentences.)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

SEP Committee signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Forms should be turned in to the following individual:** Mrs. Bitler

*Revised August 2017*

**Civic Involvement Guidelines**

**Significance**

Regardless of where one chooses to live in the future, he or she should make every effort to be involved in the community, whether it is schools, churches, local organizations or employment opportunities. This involvement provides one a sense of belonging and pride in one’s community, both of which are solid foundations of any community.

**Definition**

Civic involvement is defined as any activity, outside the school, including employment that specifically benefits one’s community. Such civic involvement may include, but not be limited to, church involvement, employment within the community, 4-H membership, Boy Scouts, Girl Scouts, Kansas High School Rodeo Association, Summer Rec programs, Eureka Library Board, Student Ambassador through Eureka Area Chamber of Commerce, Eureka Area Volunteer Fire Department, working elections, Tiny Tornado cheerleading, coaching elementary students (if not being used for community service), etc.

**Provide as many pieces of evidence as possible** demonstrating civic involvement.

**Reflection –** see next page

*Revised August 2017*

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

**Civic Involvement Verification and Reflection Form**

**Eureka Jr./Sr. High School**

Directions:

* Please print neatly and complete in INK. When recording dates, please include month, day and year.
* Students should submit form to the appropriate individual listed below for each instance of civic involvement.

Grade: 9 10 11 12 (circle current grade)

|  |
| --- |
| **Description of your responsibilities during Civic Involvement**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Supervisor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

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

SEP Committee member signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Forms should be turned in to the following individual: Mrs. Ring**

*Revised August 2017*

**Evidence of Growth and Reflection Guidelines**

**Evidence of Growth**

In order to meet the Evidence of Growth requirement, a student must select two portfolio elements from the same discipline (two research compositions; two social science projects; two science labs; two Power Points; two art projects, etc.). The difference between the two selected items should clearly demonstrate growth over time. **NOTE: Composition to be completed during senior English courses.**

Students may choose **two different approaches** for demonstrating growth over time.

Scenario 1 Example:

1. Research composition written during 9th grade
2. Revision of the same composition written during 12th grade

OR

Scenario 2 Example:

1. Research composition written during 9th grade
2. Research composition written during 12th grade

NOTE: Both items must address the same standard for comparison.

**Growth Reflection**

Students will compose a reflection addressing **all** of the following components in significant detail:

* Compare and contrast the two projects
* Analyze the quality of the work for each piece or characterize the student’s work ethic both then and now
* Explain how the project offers preparation for the future

**Compare and Contrast Writing**

**Purpose**

* Examine similarities and differences between two or more subjects
  + Examples:
    - Compare and contrast two short stories
    - Compare and contrast two movies
    - Compare and contrast the main characters in two novels
    - **Compare two pieces of writing**

**Goals for Successful Compare and Contrast Writing**

* Clearly identify the subjects that are being compared and contrasted

For example, if you are comparing and contrasting two main characters you must identify both main characters as well as the novels in which they exist. If you are comparing and contrasting two short stories you must identify both stories as well as their authors.

* Include specific, relevant details

Cite specific information from the text

Use quotations from the text

* Follow a clear plan of organization dealing with the same features of both subjects under discussion

**Feature-by-Feature Subject-by-Subject**

1. Feature One I. Subject A
   1. Subject A A. Feature 1
   2. Subject B B. Feature 2
2. Feature Two II. Subject B
   1. Subject A A. Feature 1
   2. Subject B B. Feature 2

* **Use language and details appropriate to the audience**

Language should be formal

Avoid colloquial

**Use transitional words and phrases to clarify similarities and differences**

**Cue Words for Similarities and Differences**

like, similar to, also, unlike, similarly, in the same way, likewise, again, compared to, in contrast, in like manner, contrasted with, on the contrary, however, although, yet, even though, still, but, nevertheless, conversely, at the same time, regardless, despite, while, on the one hand … on the other hand

**Interview and Presentation Guidelines**

**Appearance**

Dress in a professional, polished manner in neat, clean and pressed clothing.

**Personal Hygiene**

* Cleanliness matters.
* Avoid overuse of perfumes/colognes.

**Attire:**

Males: Suit or sport coat, dress slacks, dress shirt, tie, dark socks, and dress shoes.

Females: Suit, dress, dress slacks, skirt with a blouse and/or a jacket, and dress shoes.

Unacceptable, Inappropriate Attire (in compliance with EJSHS dress code):

* Hats
* Jeans
* Facial jewelry
* No bare midriffs
* Excessive make up
* Backless tops
* T-shirts
* Tank tops
* Drooping pants of any kind
* Flip flops
* Tennis shoes
* Cleavage
* Yoga pants
* Leggings

**Body Language**

Handshake and Introductions: Introduce and give a firm handshake to each individual in the room waiting to hear your presentation. Walk to the SEP committee members’ tables, greet and give a firm handshake to each member. Be sure to smile!

Posture:

Stand up straight, but be relaxed and confident.

Expression:

Smile to show friendliness.

Eye contact:

Make eye contact with the members of the panel. As your eyes move across the room, scan the members of the panel and occasionally look directly at your audience; communicate with your eyes as well as with your voice.

Gestures:

Use hand gestures for emphasis when appropriate; however, too many gestures could distract from your presentation.

**Voice Control**

* Speak loudly and clearly enough for everyone to hear.
* Maintain clarity throughout.
* Avoid nervous words, such as “um” and “uh.”
* Avoid laughing, giggling or struggling to maintain control.
* Appear polished and practiced rather than “off the cuff.”
* Speak slowly enough to be understood and enunciate your words.
* Avoid mumbling.
* Be careful not to speak too quickly.
* Avoid speaking in a monotone.
* Practice difficult words beforehand to avoid stumbling over them.
* Avoid any use of slang.
* Be enthusiastic about what you are saying.
* Emphasize important ideas.

REHEARSE! REHEARSE! REHEARSE!

REHEARSE! REHEARSE!

REHEARSE! REHEARSE! REHEARSE!

*Revised June 2016*

**Presentation Guidelines**

**Visual Aid and Technology**

One must demonstrate an ability to use technology during the presentation.

**Possible Platforms for Presentation:**

* Power Point
* Prezi
* **iMovies will NOT BE ALLOWED!**

NOTE: Student must SPEAK during the presentation. The presentation may not be read, nor may it be prerecorded. **No note cards will be allowed.** Video clips inserted into the presentations must be 60 seconds or less. If music is used during the presentation, the presenter must be sure the music does NOT reduce the ability to hear the presentation.

**NOTE:** Students who require easels or display boards to showcase their work must notify the art teacher one week in advance.

**Content of Presentation**

The presentation to the SEP panel should be 10 to 13 minutes in length and should include a personal overview. You will present 3 - 4 significant works from your portfolio. You should discuss the works, and their significance to you. You will describe how your efforts while in high school have impacted your quality of life, reflect on your growth as a person throughout high school, and describe how your high school experiences will impact you in the future.

**Presentation Requirements:**

* 10 – 13 minutes in length
* Overarching Theme: relative to student
* Personal Creed and Six-Word Memoir presented
* This I Believe presented (optional)
* Scrapbook section
* 3 – 4 academic projects: share the works and their significance
* Discussion of school / community service
* Civic involvement (optional)
* Efforts during high school and their impact on your quality of life
* Personal growth - reflect on your growth as a person throughout high school
* High school experiences – reflect on experiences and how they will impact the future
* Music – used effectively to enhance presentation without overpowering it; otherwise, omit it

*Revised August 2017*

**Senior Exit Project Presentation Rubric**

Directions: Circle or highlight the appropriate score for each indicator, then total the score at the end of each section.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content of Presentation**  **Writing Anchor Standard 3: Text Types and Purpose**  **Writing Anchor Standard 4: Production and Distribution of Writing**  **Speaking & Listening Anchor Standards 4, 5 & 6: Presentation of Knowledge and Ideas**  **Language Anchor Standard 1: Conventions of Standard English** | | | | | |
| Circle one | **1** | **2** | **3** | **4** | **5** |
| **PowerPoint or Prezi** | Did not utilize presentation software OR utilized poorly or inappropriately | Inadequate use of presentation software, including difficulty reading text, blurry or unclear images, etc. | Adequate use of presentation software | Technology used enhances presentation | Dynamic, creative presentation fully engages audience |
| **Theme** | Not included in presentation | Ineffective attempt made to include | Use of theme ineffective or unclear | Creative theme offers insight into student but lacks originality or does not effectively tie presentation together | Original, creative theme represents student and completely ties presentation together |
| **This I Believe**  **Personal Creed**  **6-Word Memoir** | Not included in presentation | Ineffective attempt made to include | Briefly refers to one of elements without a clear presentation | Presents one of components in an enthusiastic or compelling manner | Presents both components in an enthusiastic and compelling manner |
| **Scrapbook section** | Not included in presentation | Minimal inclusion of student involvement | Makes reference to some but not all involvement | Focuses on a singular area of involvement instead of featuring all | Highlights student’s involvement during high school |
| **Service** | Not included in presentation | Ineffective attempt made to include | Makes reference to service performed | Makes reference to service projects completed without placing any emphasis on its value | Demonstrates value of service projects as well as highlights various service activities performed |
| **Portfolio highlights** | Does not include portfolio | Minimal reference made to portfolio | References 1 – 2 pieces in portfolio | Features 2 – 3 portfolio pieces | Showcases at least four projects featured in portfolio |
| **Efforts during high school** | Not included in presentation | Ineffective attempt made to include | Brief, ineffective reference made | Focuses on effort in a single area rather than the overall experience | Honest and sincere reflection of efforts throughout high school and their impact on quality of life |
| **High school experience** | Not included in presentation | Ineffective attempt made to include | Brief, ineffective reference made | Focuses on a singular experience instead of the overall experience | Highlights the full gamut of high school experience with emphasis on both positive and negative |
| **Personal growth** | Not included in presentation | Ineffective attempt made to include | Brief, ineffective reference made | Addresses student growth in a single area rather than a complete picture | Honest and sincere reflection of personal growth over time |
| **Use of music**  **(optional)** | Distracts audience by being too loud, inappropriate, or otherwise detracts from presentation | No effort to select music relevant to presentation | Music used somewhat ineffectively | Music works in presentation but does not enhance it | Accentuates an already powerful presentation |
| **Exit Interview** | Responses do not attempt to answer questions posed | Minimal effort made to respond to questions; unclear responses | Basic, concise responses provided with little attempt at elaboration | Clear and concise responses provide evidence of prior consideration of questions | Engaging, powerful, well-thought out responses to questions posed |
| **Comments: Content points total**  **\_\_\_\_\_ / 55** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Delivery**  **Speaking & Listening Anchor Standards 4, 5 & 6: Presentation of Knowledge and Ideas**  **Language Anchor Standard 1: Conventions of Standard English** | | | | | |
| Circle one | **1** | **2** | **3** | **4** | **5** |
| **Energy/Motivation**  - exhibits passion  - sincere and honest  - clear, well thought  out | Lack of passion compounded by difficulty understanding due to poor volume, rate and/or articulation | Lack of enthusiasm hindered by lapses in clarity | Regularly speaks with passion but confidence wavers | Exhibits obvious passion, speaks clearly at an appropriate volume while articulating clearly | Energetic, commanding delivery adds emphasis and creates interest making presentation gratifying to witness |
| **Body Language /**  **Appearance**  **-** stands straight, tall  and still  - avoids distracting  movement  (swaying,  tapping)  - does not lean  against podium or  wall | Attire / appearance distract viewer and/or posture or mannerisms become primary focal point | Appearance, posture or distracting mannerisms detract focus | Attire and/or appearance see questionable and/or erratic posture and/or mannerisms detract from presentation | Maintains appropriate posture and mannerisms with appropriate attire and appearance | Professional attire/appearance along with self-confident posture and mannerisms intensify effectiveness of presentation |
| **Voice**  **-** clear, audible  voice  - avoids nervous  words  (i.e. “um” & “uh”)  - maintain control  avoiding nervous  laughing | Poor grammar / word usage with frequent vocal distractions interrupt presentation | Flawed grammar / word usage compounded by vocal distractions | Minor mistakes in grammar or word usage and/or limited number of distractions | Appropriate grammar and word choice enhanced by rarity of distractions | Unique word choice advance presentation while remaining free of distractions |
| **Eye Contact**  **-** maintains eye  contact with  audience  - looks around room  - avoids staring at  floor or ceiling  - engages audience  with eyes | No eye contact made with audience | Minimal eye contact made with audience | Inconsistent eye contact made with audience | Constantly attempts to engage some or all of the audience visually | Consistently connects with entire audience |
| **Preparation**  - appears polished not  “off the cuff”  - preparation obvious | No prior preparation beyond creating PowerPoint or Prezi | Minimal preparation evident | Presentation marred by inconsistency indicating failure to fully prepare | Evidence of attempt to prepare but more rehearsal required | Presentation clearly rehearsed and prepared |
| **Comments: Content points total**  **\_\_\_\_\_ / 25** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Organization**  **Speaking & Listening Anchor Standard 4, 5 & 6: Presentation of Knowledge and Ideas** | | | | | |
| Circle one | **1** | **2** | **3** | **4** | **5** |
| **Effective introduction** | No evidence of a hook and main points not previewed | Hook attempted but ineffective with some effort to preview points | Obvious attempted hook with basic effort to preview points | Distinct hook attempted with clear preview of main points | Enthusiastic, unique hook with detailed, innovative preview of main points |
| **Effective organization** | No obvious organization | Presents main points without a logical order | Average presentation of main points but needs improvement to be compelling | Main points presented in a planned order with some weakness | Main points presented in a logical sequence |
| **Effective conclusion** | No closing statement and/or no review of information | Weak attempt made to conclude presentation and summarize | Basic attempt at concluding statement and review of presentation | Clear concluding statement with main points highlighted | Enthusiastic, memorable closing with creative review of main points |
| **Comments: Organization point total**  **\_\_\_\_\_ / 15** | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Presentation Length**  **Speaking & Listening Anchor Standard 4, 5 & 6: Presentation of Knowledge and Ideas**  **Presentation time \_\_\_\_\_\_\_\_:\_\_\_\_\_\_\_\_\_** | | | |
| **Time Requirement: 10 – 13 minutes** | | | |
| Circle one | **2** | **4** | **5** |
|  | **20 points** | **25 points** | **30 points** |
|  | Presentation less than 10 minutes in length or longer than 18 minutes in length | Fulfills time requirement | Rehearsed, well-time presentation |
| **Comments: Presentation time point total**  **\_\_\_\_\_ / 30** | | | |
| **Presentation Key**  113 – 125 Outstanding  100 – 112 Above average  88 – 99 Average  75 – 87 Below average  74 and below Unacceptable  **Total of all sections \_\_\_\_\_\_ / 125** | | | |

* **Cover Page \_\_\_\_\_/ 10**
* Student Name & photo
* Title: Senior Exit Project
* Graduation year
* **Personal Philosophy (Tab) \_\_\_\_\_/ 15**
  + This I Believe essay
  + Personal Creed
  + Six-Word Memoir
* **High School Records (Tab) \_\_\_\_\_/ 20**
  + Transcript
  + High School Activities List
* **Application Forms (Tab) \_\_\_\_\_/ 40**
  + Letter of Recommendation #1
  + Letter of Recommendation #2
  + Résumé and Cover Letter
* **Service (Tab) \_\_\_\_\_/ 190**
  + Documentation for 17 community service hours
  + Documentation for 21 school service hours
* **Academic Projects (Tab) \_\_\_\_\_/ 120**
  + Reflection form for English project X 2
  + English project X 2
  + Reflection form for Math project X 2
  + Math project X 2
  + Reflection form for Science project X 2
  + Science project X 2
  + Reflection form for Social Science project X 2
  + Social Science project X 2
  + Reflection form for Elective project #1
  + Elective Project #1
  + Reflection form for Elective project #2
  + Elective Project #2
  + Reflection form for Elective project #3
* Elective Project #3
* Reflection form for Elective project #4
* Elective Project #4
* **Scrapbook (Tab) \_\_\_\_\_/ 20**
  + Photographs (no “selfies”)
  + Certificates / Awards(contents optional)
* **Growth over Time (TAB) \_\_\_\_\_/ 30**
  + Compare/Contrast composition
  + Senior example used in compare/contrast composition
  + Freshman example used in compare/contrast composition
* **Civic Involvement (TAB) \_\_\_\_\_/ 20**
  + Civic Involvement Evidence #1
  + Civic Involvement Evidence #2
* **School Analysis (TAB) \_\_\_\_\_/ 20**
  + Reflection composition for School Analysis
  + School Analysis Project
* **Goals and Plans: Where are you going? (TAB) \_\_\_\_\_/ 20**
  + College letters of acceptance (if applicable)
  + “The Dash” response

**Portfolio Key**

**455 – 505 Exceptional**

**404 – 454 Above average**

**354 – 403 Average**

**303 – 353 Below average**

**Below 302 Unacceptable**

*Revised August 2017*

Evaluator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Presentation Elements | **5** | **4** | **3** | **2** | **1** | **Comments:** |
| PowerPoint or Prezi |  |  |  |  |  |  |
| Theme |  |  |  |  |  |  |
| This I Believe |  |  |  |  |  |  |
| Personal Creed |  |  |  |  |  |  |
| Six-Word Memoir |  |  |  |  |  |  |
| Scrapbook section |  |  |  |  |  |  |
| Service |  |  |  |  |  |  |
| Portfolio highlights |  |  |  |  |  |  |
| Efforts during high school |  |  |  |  |  |  |
| High school experience |  |  |  |  |  |  |
| Personal growth |  |  |  |  |  |  |
| Use of music (optional) |  |  |  |  |  |  |
| Exit Interview |  |  |  |  |  |  |
| Delivery |  | | | | |  |
| Energy/Motivation |  |  |  |  |  |  |
| Body Language /  Appearance |  |  |  |  |  |  |
| Voice |  |  |  |  |  |  |
| Eye Contact |  |  |  |  |  |  |
| Preparation |  |  |  |  |  |  |
| Organization |  | | | | |  |
| Effective introduction |  |  |  |  |  |  |
| Effective organization |  |  |  |  |  |  |
| Effective conclusion |  |  |  |  |  |  |
| Time |  | | | | |  |
| Rehearsed, well-timed (5) |  |  |  |  |  |  |
| 10 – 13 minutes (4) |  |  |  |  |  |  |
| Below 10 minutes (3) |  |  |  |  |  |  |

**5 = 100% 4 = 85% 3 = 75% 2 = 65% 1 = 55%**

*Revised June 2016*

**Interview Preparation Questions**

**Directions:** Use the following questions to prepare for the Senior Exit Project Exit Interview.

1. Reflecting back over your years at EJSHS, what would you have done differently?
2. If you were to come back next year, what advice would you give to incoming 7th graders? 9th graders?
3. Tell us about the class that will help you the most after high school and why.
4. Who has had the most significant influence on you in your life and why or how?
5. Besides more elective courses, what could be changed to make EJSHS a better educational institution?
6. What class did you find most challenging and why?
7. Besides time, what was the most challenging aspect of compiling your Senior Exit Portfolio?
8. What was your most memorable moment here at EJSHS?
9. What is one of your personal strengths, and how have you used it to accomplish your goals?
10. How has EJSHS prepared you for the next step?
11. Besides do not procrastinate, what other advice would you offer future seniors?
12. What goals do you have for your future?
13. What accomplishments have given you the most satisfaction in your life thus far?
14. What motivates you to put forth the greatest effort?
15. What is your greatest strength, and how will that strength help you in the future?
16. What is your greatest weakness, and how does identifying this weakness help you move forward?
17. How do you define success?
18. What are your short-term goals?

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1. Where do you see yourself in ten years?
2. What are your strengths as an individual, as a student, as a future employee?
3. How do you exhibit a high level of personal character and integrity in your life?
4. Identify a time in your life when you did not live up to your potential and explain why. What have you done to rectify this for the future?
5. To what extent do you feel the school has prepared you to meet the challenges of life beyond high school?
6. Is there a teacher or staff member who stands out as having had an especially positive impact on you?
7. How has EJSHS changed you personally?
8. How would you assess the faculty at EJSHS and your relationships with them?
9. What qualities should a successful person possess?
10. Do you believe your grades are a good indicator of your capabilities? Why or why not?
11. How do you work under pressure?
12. What major problems have you encountered and how have you dealt with them?
13. What do you want to do with your life?
14. What would you describe as your dream job?
15. What was your favorite part of the Senior Exit Project?
16. How do you plan to give back to your community in the future?
17. What techniques and tools do you use to keep yourself organized?
18. In all aspects of life, communication and cooperation are necessary. Tell us about a time when you have effectively communicated/cooperated with someone to achieve a goal.
19. Describe how school and community service helped you to become a better person.
20. Do you prefer working independently or in groups and why?
21. Describe a decision you made that was unpopular and how you handled implementing it.

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1. Have you worked with someone, either at a job or at school, whom you did not like? If so, how did you handle it?
2. Tell me about a time when you were faced with conflicting priorities. How did you determine the top priority?
3. What are you most proud of in the portfolio and/or in high school in general?
4. What problems did you run into throughout your high school career, and how did you overcome them?
5. How do you intend to use what you have learned in high school to benefit you as you go through life?
6. What do you believe it is going to require for you to be successful in your life and why?
7. Tell us about a mistake or error in judgment you have made in your life. What did you learn from it?
8. What was most significant for you academically during your senior year?
9. In what subject area(s) do you feel most prepared? Least prepared?
10. What have you done to show your initiative and willingness to work?
11. What is the most important lesson you have learned in high school?
12. What three character traits would your friends use to describe you?
13. What do you like to do for fun?
14. List five words that describe your character.
15. What is your greatest fear?
16. What kind of personality do you work best with and why?

REHEARSE! REHEARSE! REHEARSE!

REHEARSE! REHEARSE!

REHEARSE! REHEARSE! REHEARSE!

*Revised June 2016*

**Portfolio (Notebook) Guidelines**

**Title Page (place inside clear front cover) to include**

* Designed cover \*\*
* First and last name
* Senior Exit Project
* Year of Graduation
* Student photo
* Evidence of creativity and professionalism

\*\* Computer generated or previously approved by art teacher

**Table of Contents** – to appear on the first page of the portfolio

1. **Personal Philosophy (TAB)**
   1. This I Believe composition – written in senior English
   2. Six-Word Memoir – written in senior English
   3. Personal Creed – written in senior English
2. **High School Records (TAB)**
   1. Transcript
   2. High School Activities List
3. **Application Forms (TAB)**
   1. Letter of Recommendation #1
   2. Letter of Recommendation #2
   3. Cover Letter
   4. Résumé
4. **Service (TAB)**
   1. Documentation of a minimum of 17 hours of community service
   2. Documentation of a minimum of 21 hours of school service
5. **Academic Projects** **(TAB)** – Include 8 core projects and 4 elective projects in this order
   1. Reflection form for English project X 2
   2. English project X 2
   3. Reflection form for Math project X 2
   4. Math project
   5. Reflection form for Science project X 2
   6. Science project
   7. Reflection form for Social Science project X 2
   8. Social Science project X 2
   9. Reflection form for Elective project #1
   10. Elective Project #1
   11. Reflection form for Elective project #2
   12. Elective Project #2
   13. Reflection form for Elective project #3
   14. Elective Project #3
   15. Reflection form for Elective project #4
   16. Elective Project #4
   17. Additional Projects with completed Reflection forms
6. **Scrapbook (TAB)** - optional
7. **Growth over Time (TAB)**
   1. Compare/Contrast composition – written in senior English
   2. Senior example used in compare/contrast composition
   3. Freshman example used in compare/contrast composition
8. **Civic Involvement (TAB)**
   1. Civic Involvement Evidence #1
   2. Civic Involvement Evidence #2
9. **School Analysis (TAB)**
   1. Reflection composition for School Analysis
   2. School Analysis Project
10. **Goals and Plans: Where are you going? (TAB)**
    1. College letters of acceptance – place those here
    2. “The Dash” response – written in senior English

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**Table of Contents\***

**Sections Page #**

1. Personal Philosophy

2. High School Records

3. Application Forms

4. Service

5. Academic Projects

6. Scrapbook

7. Growth over Time

8. Civic Involvement

9. School Analysis

10. Goals and Plans: Where are you going?

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\* Template available online

**Scrapbook Section**

Students are encouraged to use this section to display a variety of items showcasing their experiences, in and out of school, during their high school years. What follows is a small list of possible items to include in the Scrapbook Section:

* Letters of acceptance/admission from universities
* Programs from award ceremonies
* Music Programs
* Play or Musical Programs
* Tornado awards
* Academic letters
* TVL athletic awards
* Certificates of Accomplishment
* Photographs
* 4H items
* Scholar’s Bowl medals
* Newspaper clippings
* Classroom awards
* Science Fair certificates / awards
* Math Day awards
* TVL art medals
* FCCLA awards
* FFA judging awards
* Cross-country / Track medals
* Golf medals
* Athletic Patches
* Sports / Music Camp awards
* Church camp
* Employment awards
* Photographs – **NO “selfies”** (Tasteful selfies are acceptable.)

*Revised August 2017*

**Mentor Guidelines**

**Purpose**

The major purpose of the Senior Exit Portfolio Mentor Program is to provide guidance, assist with the selection of projects, answer questions, and offer support to students through the Senior Exit Project process. It is not the responsibility of the mentor to organize, revise or edit any components of the portfolio.

**Expectations and Goals**

Start in August and meet every other week w/a junior and a senior at 2:50 P.M. on Wednesdays; the expectation is that both students WILL show up with their Senior Exit Project books or other arrangements must be made.

1. Help students decide on a theme first. See a short list of ideas below:
   1. Future Career
   2. What I Learned in High School (5-10 things)
   3. Hobby / Interests
   4. Civic Involvement
   5. Sports
      1. Sport as a metaphor for your life
      2. How did you build yourself?
   6. Jobs
   7. How Life has Changed
   8. Influences
   9. Overcoming Adversity
   10. Metaphor / Simile for their Life (see sample ideas)
       1. Recipe
       2. Car engine
       3. Computer program
       4. Welding components
   11. Quotes
   12. Building a Composition (English, Woods, Art) – Student is the project. How are you built?
2. Begin discussing the interview questions and practice throughout the year. Help students understand what types of answers are appropriate and not appropriate. Encourage them to develop their answers.
3. Start using the Mentor Checklist in January, which can be found in faculty members’ copies of the Senior Exit Project book. Mentors should also schedule 2 - 3 times, starting in January, when the mentee brings his/her actual Portfolio for you to review.
4. We cannot encourage you enough the importance of building a relationship with your mentees.
5. The answers to any questions you have with regard to the Senior Exit Project should be found in the Senior Exit Project book.

*Revised August 2017*

**Senior Exit Project Mentor Checklist**

# Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Portfolio Piece | **Comments** | Needs Review Place ✔when product requires further attention | **Completed**  Initial when completed. |
| --- | --- | --- | --- |
| **Letters of Recommendation**  Discuss with student who they have asked and whether or not they have received them. Encourage students to request more than TWO to be sure they actually receive two.  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Remind students the letters must be from individuals **outside** of EJSHS. |  |  |  |
| Verify student has completed the required number of hours of **Community and School Service** (requirements listed elsewhere in this book)  School service: \_\_\_\_\_\_\_\_  Community service: \_\_\_\_\_\_\_\_\_ |  |  |  |
|  |  |  |  |
| **Practice Interview Questions**  Using the list of questions in the SEP book, review the questions with your mentee helping them develop appropriate, well-developed responses to each question. Students will not know which questions they will be asked prior to the Exit Interview.  Use the space below to make notes or make notes on the Interview Question pages.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

| **Project Selection:** | **Comments** | Needs Review Place ✔when product requires further attention | **Completed**  Initial when completed. |
| --- | --- | --- | --- |
| Identify the projects selected to include in the SEP academic projects and list below:  English: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  English: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  SS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  SS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Science: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Science: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Elective #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Elective #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Elective #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Elective #4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Additional Projects selected:   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| Identify the Scrapbook piece(s) to include:   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Student may include as many items as he/she wishes. |  |  |  |
| What two projects has the student selected to use for his/her Growth over Time Reflection?  Senior - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Earlier grade - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| What TWO examples (minimum) has the student selected to use for Civic Involvement?   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

*Revised August 2017*

**Appendix A**

**This I Believe**

Criteria Sheet

Student will produce a **maximum 500-word statement of his/her personal beliefs** and **values that rule his/her thoughts and actions**.

**The final draft of your composition should contain the following basic features:**

* **personal beliefs**
* **values that rule your thought and actions**
* **how you reached those beliefs**
* **powerful hook** 
  + quotation – give credit to source in essay
  + powerful statement
  + metaphor
  + vivid description
* **supported by one or more This I Believe strategies**
  + dialogue
  + rhetorical question(s)
  + anecdote(s)
  + personal experience(s)
  + example(s)
  + statistic(s)
* **essay should be highly personal**

**In addition to the above, the final composition should be**

* **maximum of 500 words**, typed, double-spaced, one-inch margins
* **Times New Roman 12-point font**
* **properly formatted** according to MLA style
* **edited** for spelling, mechanical, grammatical, and typographical errors

**Sample Essays:** Visit **http://thisibelieve.org/** to read published This I Believe essays.

*Revised August 2017*

**Appendix B**

**Personal Creed Project**

Created by English teacher John Creger, what follows are his words to introduce the Personal Creed project to his students:

The subtitle of the Personal Creed project is *Envisioning a Life.* A vision of life will help you harmonize the inner realities of your heart, mind, and spirit with the often conflicting realities of the world. My fondest wish is that this project will spark an individual search for your own personal vision of life.

Dear Senior,

Today, we begin the journey into the Personal Creed Project. A personal vision serves as the origin of your life. From your vision, from your values, followed by your viewpoints or opinions, then your attitudes, which are sometimes followed by your actions, it is invaluable to each of us to devote some thought and consideration into building our own personal vision of life. In order to benefit us, a personal vision must balance the truth within our hearts, minds, and spirits with the frequently conflicting realities of the outside world. My hope is that this project will inspire your search for a personal vision.

**The Creed Project comes in multiple sections.**

* **Step I:** Hereyou reflect and write about the people, situations and experiences in your **PAST** that have made you who and what you are. (Eight reflections in your Personal Creed file/notebook).
* **Step II:** In this step you think and write about which of these influences were positive, which were negative, and what you can learn from them. (Three reflections added to your Personal Creed file/notebook).
* **In Step III** you think and write about what is important to you **NOW.** (Three more reflections added to your Personal Creed file/notebook).
* **In Step IV** you test what you say you value in Step III. You begin with some creative writing exercises and end by thinking and writing about how your values can shape your **FUTURE.** (Three more reflections added to your Personal Creed file/notebook).

**The second section of the project is Sharing and Living Your Creed.**

* **Final Projects:** (Creative Visual Presentations) **and** (Reflective Essay).

You will write a 3-5 page reflective paper about who you are and what you stand for---and you share highlights with the class…

You create a **visual presentation** that summarizes these lessons to show the class.

**NOTE: Your reflections are private until you choose to select some to share with others. You are not asked to share anything you prefer to keep private.**

*Revised August 2017*

**Appendix C**

**Six Word Memoir**

Famous author Ernest Hemingway once asked to write a full story in six words wrote, according to legend, “For Sale: baby shoes, never worn.”

**Key Points:**

* Choose each word carefully making an effort to select strong words.
* Avoid the use of articles (*a, an* and *the*)
* Reflect on your life as a whole, not just what is happening this week
* Think about what is really important to you
* Write a variety of 6-word memoirs before settling on one
* Share with your peers and ask for feedback

Visit **http://www.smithmag.net/** for ideas and information about writing six word memoirs.

**Sample Celebrity Memoirs:**

Frank McCourt, author of *Angela’s Ashes:* “The miserable childhood leads to royalties.”

Dr. Mehmet Oz: “Healed with steel, then got real.”

Stephen Colbert: “Well, I thought it was funny. “

Katie Couric: “Secret of life: family, friends, bacon.”

**What if I do not have two math projects or two science projects saved in my SEP file?**

If the student does not have the required number of a particular type of project, then

he/she must include an additional project from another discipline, either core or

elective, to ensure he/she has the total required number of projects.

**When should I begin asking for Letters of Recommendation?**

Begin asking for Letters of Recommendation as soon as your senior year begins and

always ask for more letters than you need so be sure you receive enough. Caution: do

not wait until the project is nearly due!

**Do I have to invite people to my presentation?**

The short answer is “yes” you must be prepared for others to be in the room when you

present. Each senior will invite at least one junior to sit in on his/her presentation. Your

parent(s)/guardian(s) will also receive invitations. You may also invite two members of

your own senior class to attend your presentation if you wish. If you have siblings in the

building, they should also be provided with an invitation so they can attend the

presentation as well.

**Do I really have to talk for 10 – 13 minutes?**

If you plan for 10 – 13 minutes, you will find that you speak much faster due to being

nervous; therefore, your presentation will be about the correct length in the end.

**How do I find a theme? What should the theme be about?**

The theme should focus on who you are as a person and should be a way to tie all of the elements of the presentation together. You are focusing on how you have grown and changed over time. Think of the theme as a metaphor for you. Some students have used something simple such as a basketball game and divided their high school career into four quarters: freshman, sophomore, junior, and senior. While this works as a theme, it has been done a great deal and is not particularly imaginative. If this is truly who you are at your core then by all means choose it as a theme, but be sure to do something to make it creative and somehow stand out from the crowd.

Other thematic ideas might be using the life cycle because you are interested in studying science; using famous quotes to reflect specific points in your life; using the elements of a computer system or a car or a recipe as a metaphor for various parts of your life. For example, one student characterized her childhood as the flour for her cake for without that foundation her cake would never have been built.

Choosing a theme is one of the most important components of the SEP project, and it may take a while to determine what will work best for you. Brainstorm, talk to your friends and family, and let it simmer for a bit before settling on one.

**Should I use music during my presentation?**

Unless the music serves a specific purpose during the presentation, a good rule of thumb

is to omit it entirely. Generally it just detracts from what it is you are trying to say.

**What kind of photos should I include in the scrapbook?**

As you begin printing off pictures or collages to include in the presentation, consider the

message the photos send about you. Do not include groups of pictures of you and your

friends with your tongues sticking out, flashing “gang signs, making other inappropriate gestures, or engaging in illegal activities. As well, you should consider how you are dressed in the photo. If it is a summer photo then swimwear is appropriate; however, do not include photos of an inappropriate nature as these do not speak well of you. The general rule is to make sure the photos show you in the best light possible.

**What happens if I do not have the required number of school or community service hours?**

You have until graduation day to complete the required number of hours. The hours do

not have to be fully completed before presentation day.

*Revised August 2017*