

Andrada Polytechnic High School

Senior Exit Project Handbook

Class of 2018



Andrada Polytechnic High School
1290 S. Houghton Road, Tucson, AZ 85747
Phone 520-879-3302
Vail Unified School District

Prepared by the APHS SEP Board

Revised July 2017

Dear APHS Senior Class and Parents:

Congratulations on reaching your senior year and with that, the Arizona School Board Association award winning Senior Exit Project (SEP). The Vail School District Governing Board requires all graduating students to successfully complete a senior project. The SEP is broken down into three major components: paper, internship/portfolio, and presentation.

This project meets several of the College and Career Readiness standards established by the Arizona Board of Education. The written component is comprised of a research paper focusing on a critical issue in the student's selected field with the help of primary and secondary sources. The paper will be an integral part of first semester Senior English.

Every Andrada student is required to complete a project in which he/she shadows a professional in a career field of their choice. This shadowing opportunity must relate to the research paper portion of the project. Students have a choice of completing either a full 120 hour internship experience or a 25 hour shadowing experience. Students who select the shadowing for 25 hours option, are also required to perform 25 hours of community service related to the career field they are shadowing. Please be aware that these two options are worth a different amount of credits, but are both acceptable (120 hours= 1 credit; 25 shadow and 25 community service=.5 credits).

Evidence of the internship/shadowing will be displayed in a professional portfolio. This portfolio will include evidence of all parts of the project including an hours log, journal entries, photos, interview, letter of recommendation, and resume, etc. Internship, Presentation, and Portfolio progress will be monitored in Senior Government.

The culmination of SEP occurs prior to graduation when students synthesize all they have learned during the school year and present the material to a committee of teachers, parents, and community volunteers. It is important to remember that all students must complete and pass each portion (paper, portfolio, presentation) of the SEP with a 70% or better in order to graduate.

Your senior year is the perfect opportunity to prepare yourself for the future. We are excited to provide you with this opportunity, and we look forward to working with you every step of the way!

Sincerely,
Senior Exit Project Coordinators

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2017/18 Senior Exit Project Timeline and Checklist

Final Research Paper (to English Teacher) **due November 17th**

Internship/Community Service Hours **due February 16th**

Portfolio (to government teacher) **due March 2nd**

Community Presentation **due April 25th**

July 2017

- July 21:** First Day of School
- Consider ideas for your SEP internship and brainstorm possible mentors.
- Begin keeping a reflective journal of your project. If you were summer shadowing, you have already started.
- Read the Senior Exit Project Handbook with your parents

August 2017

- August 11th:** Parental consent form due in English
- Students should be seeking mentors and working on internship/community service hours.
- Draft letter of intent
- Brainstorm and identify research paper topics
- Continue journaling and documenting hours

September 2017

- September 1st:** Letter of Intent Due
- September 1st:** Mentor Agreement Form Due (if you have more than one mentor or supervising adult, you must have a form for each)
- September 20th:** Last Day to Make Changes to SEP Selections
- Continue with journaling as well as working on internship/community service hours
- Research paper outline due in English class
- Begin gathering credible sources for research paper

October 2017

- Continue to work on research paper
- Continue working on journal entries and completing hours
- Interview questions due in English class
- Rough draft(s) of research paper due in English class

November 2017

- November 17th**: Final draft of research paper due in English (see research paper guidelines) class via hard copy and through Turnitin.com
- Continue working on journal entries and internship hours
- Review portfolio rubric and guidelines

December 2017

- Continue working on journal entries and internship/community service hours
- Begin working on portfolio requirements
- Purchase portfolio binder from bookstore

January 2018

- Discussion of speech writing and presentation expectations in government class
- Continue working on portfolio requirements
- Complete interview with mentor if not done already
- Acquire a recommendation letter from mentor

February 2018

- Feb 16th**: Internship/Community Service hours must be completed and the hours log is due to your Government teacher
- Compose thank you letters in English class
- Continue working on portfolio requirements

March 2018

- March 2nd**: Portfolio Due (see portfolio guidelines) to Government Teacher
- Review Presentation Rubric
- Presentation Practice in Government Class

April 2018

- April 25th**: SEP Presentation Night

May 2018

- Graduation!

**SENIOR EXIT PROJECT
Parental Consent Form**

As the parent/guardian of _____, a senior at Andrada Polytechnic High School, I am aware that my son/daughter must complete and receive a minimum of a 70% on all three components of the SEP (research paper, portfolio, and presentation) in order to graduate. I understand that the successful completion of a Senior Exit Project is a requirement for graduation. I have reviewed the Senior Exit Project Handbook and Timeline and agree to the requirements set forth by the SEP Board at Andrada Polytechnic High School.

I understand that my son/daughter must complete this project and I agree to release the school district and its employees from all claims arising from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen.

I also understand that my child is responsible for completing internship/shadow/community service hours outside of the school day and must secure a mentor on his/her own. If your child needs assistance securing a mentor, they must contact an SEP coordinator no later than Aug. 11.

_____ (student's name) has chosen to complete the following for their Senior Exit Project:

Please select one of the following:

- 120 Hour Internship
- 25 Hour Shadow and 25 Hour Community Service

Student Information

Print Name _____

Signature _____

Date _____

Parent/Guardian Information

Print Name _____

Signature _____

Date _____ Phone _____

Email _____

Andrada High School urges students to consider the safety factor when selecting their projects. All SEPs must be approved. Projects will not be approved for activities which are determined to be illegal, inappropriate, dangerous, or which violate school rules and/or district policies.

SENIOR EXIT PROJECT
Mentor Agreement Form

Thank you for your willingness to be a mentor for a senior at Andrada Polytechnic High School. Each senior is required to complete a project in which he/she shadows a professional in a career field of their choice. Students have a choice of completing a full 120 hour internship experience or a 25 hour mentorship experience. If they chose the mentorship for 25 hours, they are also required to perform 25 hours of community service, preferably in the career field they are shadowing.

_____ (student name) has chosen to fulfil the following for their Senior Exit Project. Select one of the following:

- 120 Hour Internship
- 25/25 Shadow and Community Service

We are asking that you, the mentor, agree to assist the student in this process. Please be sure to complete the following while you are mentoring a student:

1. Please sign and return this form to the student no later than Aug. 30th.
2. The student must log all hours worked with you. You must sign off on all hours completed by the student. Please also sign the Final Project Log confirming the total number of hours the student has completed once he/she is finished.
3. Write a recommendation letter for the student referencing the qualities the student displayed and the experience of the student during their time with you.

Again, we thank you for taking the time out of your busy schedule to help in the education of our students. The Senior Exit Project has proven to be a very valuable experience for our seniors. Should you have any questions, please feel free to contact one of our SEP Advisors.

Courtney Young
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youngc@vailschooldistrict.org

Edvina Opalic
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opalice@vailschooldistrict.org

I agree to fulfil the mentor requirements for the Andrada HS Senior Exit Project:

Mentor Name: _____

Company Name: _____

Mentor Phone: _____

Mentor Email: _____

Mentor Signature: _____ Date: _____

SEP Board Approval Signature: _____

SENIOR EXIT PROJECT
Letter of Intent Format

This is a formal business letter addressed to the Senior Exit Project Advisory Board, explaining how you plan on completing your Senior Exit Project. It needs to be signed and dated by you. Major changes to your project or research paper will result in the need for another letter which is due no later than Sept. 20th. After this time, no changes to your SEP may be made.

Your Name
Your Street Address
Your City, State, Zip
Date

SEP Advisory Board
12960 South Houghton Road
Tucson AZ 85747

Dear SEP Coordinators:

In this first paragraph you will need to give some background for your project and identify whether you have chosen to complete the 120 hour internship or 25/25 shadow and community service and explain why. Explain why you chose this topic, and what were you thinking at the time. Briefly explain what it is you hope to accomplish by doing this project. State specifically what you will be doing to complete all parts of your SEP. Give as much detail as possible: what specifically will you need to do to complete it; how you will accomplish it; what do you hope to learn from this experience; etc. Give evidence that this project will be a stretch for you and not something that you already know how to do or are familiar with.

In the second paragraph, explain what your research paper will be about, and explain how specifically it will relate to the hours you are completing for your internship/shadowing experience/community service. Give evidence that there is plenty of research that you can find about this topic, and that it will be a true research paper, not just a history or how-to paper.

The last paragraph states that you know what plagiarism is and that you are promising not to be involved in using information without proper acknowledgement. Express also that you understand all project components and that you agree to the dates and requirements set forth by the SEP board and if you fail to meet these requirements you will not graduate.

Sincerely,

Your Signature

Your Name Typed

SENIOR EXIT PROJECT

Critical Research Paper

You must successfully compose a critical research paper, in accordance with the standards outlined in this packet and receive no less than a 70%, in order to pass your Senior Exit Project.

Your topic **MUST** address a critical issue related to your internship field. It should not be a history or how-to essay.

Acceptable Examples:

1. If you are shadowing a pediatric nurse, a possible paper topic could be “Autism and Vaccines: Is There a Link?”
2. If you are completing an internship at an elementary school, a possible paper topic could be “The Impact of No Child Left Behind Legislation.”
3. If you are shadowing a mentor in the medical field, a possible paper topic could be “Alternative Medicine and Health Insurance.”
4. If you are interning with a law enforcement officer, a possible paper topic could be “Police (should/should not) be able to eavesdrop on suspected terrorists without a warrant.”

Unacceptable Examples:

1. Any paper regarding “How to become a...”
2. Any paper regarding “Schooling needed to become a...”
3. Any paper regarding “How much money is made by a...”
4. Any paper regarding “Day in the life of a...”
5. Any paper regarding “The history of...”

Proper APA format must be used (students will review this in English). No paper will be accepted that does not follow this format. For more information on APA format please visit: <https://owl.english.purdue.edu/owl/resource/560/01/>

Paper Requirements:

- 8-10 pages of well documented research and conclusions
- References Page
- Minimum of 8 sources (one must be from something other than a web source)

The Critical Research Paper is due November 17th. Students will submit a hard-copy to their English teachers and an electronic copy to Turnitin.com by 3:30pm. If you are absent on Nov. 17th you MUST still submit your paper to Turnitin.com and a hard-copy is due to your English teacher immediately upon your return.

Students must pass the SEP paper with no less than a 70%. Students who do not meet this requirement must attend mandatory SEP Re-Teach Workshops scheduled by their English teacher. Students will have the opportunity to re-submit their essay, if they have attended the re-teach. Revisions will be accepted at the discretion of the SEP board.

Late Papers: Papers that are late will receive an automatic failing grade. Any students with papers not turned in on the due date will be required to attend mandatory tutoring with their English teacher. Revisions will be accepted at the discretion of the SEP board. The highest possible score a late paper can receive is a 70%.

Students with failing or late papers should be aware that they may be ineligible for winter/spring sports and/or the senior trip.

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SENIOR EXIT PAPER
Critical Research Paper Rubric

	15-13	12-9	8-6	5-3	2-0
Thesis	Articulates a clear stance on their research topic; clearly states the argument to be proven throughout the paper	Articulates A stance on their research topic; alludes to argument to be proven throughout the paper	Alludes to a stance on their research topic; unclear what argument will be proven throughout the paper	No stance given on research topic; thesis reads more like a report than an argument	Research topic is communicated with no stance or argument
Research & Quote Selection	Sources selected are credible and appropriate to topic; the research is integrated directly & contributes to proof of thesis	Sources selected are credible and are mostly appropriate to topic; the research is generally integrated and adequately contributes to proof of thesis	Sources selected are not credible and are vaguely appropriate to topic; the research integrated is loosely tied to proof of thesis	Sources selected are not credible and are inappropriate to topic; the research integrated offers no contribution to proof of thesis	No secondary source research selected
Integration of Quotes & Evidence	Quotes and evidence are clearly introduced and smoothly integrated within the body paragraphs	Quotes and evidence are introduced and adequately integrated within the body paragraphs	Quotes and evidence are sometimes introduced and loosely integrated within the body paragraphs	Quotes and evidence are not introduced and are vaguely integrated within the body paragraphs	Quotes and evidence are not present within the paper
Explanation of Quotes	Clearly explains the significance of the quote/ research AND how it supports the main idea and argument; alludes to specific parts of the quote/ research; there are a variety of high level elaborative techniques	Explains the significance of the quote/ research AND alludes to how it supports the main idea and argument but doesn't state directly; only two references to specific parts of the research; some elaborative techniques are used	Explains the significance of the quote/ research BUT leaves out how it supports the main idea and argument; only one reference to specific parts of the quote/ research; minimal elaborative techniques are used	Summarizes the quote/ research BUT leaves out how it supports the main idea and argument; no reference to specific parts of the quote/ research; simplistic elaborative techniques used	No reference to the quote or research; no explanation of how it supports the main idea and argument; no reference to specific parts of the quote/ research; elaborative techniques are absent

Organization	Each main idea is arguable and directly relates to and supports thesis; the paragraphs are arranged in a logical order conducive to proving thesis; evidence is relevant to main idea	Each main idea is arguable and relates to and supports thesis; the paragraphs are arranged in a mostly logical order conducive to proving thesis; evidence is mostly relevant to main idea	Some main ideas are arguable and vaguely relate to and supports thesis; some of the paragraphs are arranged in a logical order conducive to proving thesis; evidence is somewhat or loosely relevant to main idea	Main idea is not arguable and lacks connection to thesis; the paragraphs lack logical order conducive to proving thesis; evidence lacks relevance to main idea	Main ideas are not arguable and have no connection to thesis; the paragraphs have no logical order; weak or no evidence present
Conventions & Sentence Fluency	Errors do not impede purpose and readability; transitions between sentences, textual evidence and paragraphs flow smoothly	Errors sometimes impede purpose and readability; transitions between sentences, textual evidence and paragraphs are smooth in most places	Errors often impede purpose and readability; transitions between sentences, textual evidence and paragraphs are awkward but attempted	Errors impede purpose and readability; transitions between sentences, textual evidence and paragraphs are choppy	Errors make writing unreadable; transitions between sentences, textual evidence and paragraphs are not present
Citations & Sources	In-text citations are present and accurate; a minimum of 8 sources (one of which is not from the web) are cited and referenced	In-text citations are present and mostly accurate; a minimum of 6 sources (one of which is not from the web) are cited and referenced	In-text citations are present but incorrectly formatted; some sources are present and do not follow source guidelines	In-text citations are occasionally present and are incorrectly formatted; minimal sources are present and do not follow source guidelines	In-text citations are not present
APA Formatting	No errors in APA style; title and reference page formatting are precise and correct	No more than two errors in APA style; title and reference page formatting are generally correct	No more than four errors in APA style; title and reference page formatting is somewhat followed	No more than six errors in APA style; title and reference page formatting is minimally followed	Several errors in APA style; title and reference page formatting is incorrect or missing

SENIOR EXIT PROJECT Portfolio Requirements

Students will be expected to compile all necessary components from their internship and compose it in a portfolio to be turned in and graded. The portfolio is to be completed and turned in no later than **March 2nd**.

If the student fails the portfolio he or she will must attend an SEP Re-teach Workshop in order to receive a passing grade of 70%. The following is the rubric/checklist for the portfolio. Students will have the opportunity to re-submit their portfolio for a second time, if they have attended the re-teach.

We encourage students to purchase a binder and tabs for the portfolio from the Andrada Bookstore in order to promote consistency. Your government teacher will have more information about this.

The following components must be in your portfolio and presented in the following order:

Title Page

Table of Contents

Section 1:

Parent Consent Form

Letter of Intent

Research Paper

Section 2:

Mentor Agreement Form

Mentor Interview

Hours Log

Journals

Photos/Evidence from the internship

Section 3:

Resume

Letter of Recommendation

On the following pages you will find a portfolio rubric and requirement/expectations for portfolio components.

Students must pass the SEP portfolio with no less than a 70%. Students who do not meet this requirement must attend mandatory SEP Re-Teach Workshops scheduled by their Government teacher. Students will have the opportunity to re-submit their portfolio, if they have attended the re-teach. Revisions will be accepted at the discretion of the SEP board.

Late Portfolios: Portfolios that are late or do not included completed hours will receive an automatic failing grade. Any students with portfolios not turned in on the due date will be required to attend mandatory tutoring with their Government teacher. Revisions will be accepted at the discretion of the SEP board. The highest possible score a late portfolio can receive is a 70%.

Students with failing or late portfolios should be aware that they may be ineligible for spring sports and/or the senior trip.

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SENIOR EXIT PROJECT
Rubric for Senior Portfolios

Student's Name _____ Grader's Last Name _____

Directions: Score each section below; for each item listed give the student a score from 1-5. 1 is lowest, 5 is the highest. If the document is not there, give the student a zero. Students should be scored on appearance, following directions, and readability. The documents should be in order.

Portfolio will not be assessed without completed internship/shadowing/community service hours.

Appearance and Introduction

- _____ Suitable cover page: suitable binder and well organized into 3 major sections.
- _____ Table of contents: clear and organized; content reflect what is in portfolio.
- _____ Parent consent form signed by parent
- _____ Letter of intent: describes project plan in letter form
- _____ The reader should have a clear idea of what the student was trying to accomplish.
- _____ Overall appearance of portfolio reflects pride and a sense of accomplishment.

TOTAL _____

Research Paper

- _____ Research paper: all pages neatly displayed and title showing.

TOTAL _____

Evidence of Project Completion and Rigor

- _____ Mentor verification letter: signed by mentor.
- _____ Mentor Interview: 20 questions and answers typed
- _____ Hours log: student record of time spent on project and signed by mentor/supervising adult, with hours totaled on each page. Student must have a minimum of either 25 shadowing/25 community service or 120 internship.
- _____ Journal: minimum of 15 typed entries; entries should be verification that the project was accomplished and reflects on the experiences. Entries should be quality and be long enough to show rigor.
- _____ Other evidence: Photographs or other documents that pertain to internship/community service (labeled/well explained)

TOTAL _____

Professional

- _____ Resume; presentable format, clear goals, adequate history, and information about Senior Project.
- _____ Letter of Recommendation; could be used for job application, should be from mentor.

TOTAL _____

TOTAL SCORE _____/70

SENIOR EXIT PROJECT Journal Entries

Due: March 2, 2018

It is important to reflect on your internship experiences as the year progresses. Please see the bullets below for important information specific to your project journaling.

- Journaling will take place throughout the internship and are to be TYPED and printed to be put in your portfolio.
- The journal will consist of the experience from the student's perspective.
- Students can journal daily, weekly, or multiple times a day.
- Journals should be a formal account of what happened during your internship.
- Should have 15+ journals
- Please handle conflicts professionally in your journal. What you write is public and reflects all parties involved, your internship location, and Andrada.
- When journaling, comment on things like professionalism in the workplace, interesting stories that occur, how you are affected by the experience, what you did on a specific day, or how you felt during an event that occurred. Please mix up your journals so that not every day is about the same thing!
- Students must date each Journal entry
- Journal entries will be checked periodically by your English teacher
- Journals will be available for judges to read during the presentation, so students should be appropriate and formal when writing. Professional language and attention to the six writing traits are required. Journals are due on **March 2nd**.

**SENIOR EXIT PROJECT
Hours Log**

In order to show your completion of the internship or shadowing/community service, it is important to keep track of the hours. Students and mentors should discuss the most effective way of signing off hours. Please create an hours log using the example below and print it. You must log all days and hours completed for your project and they must be signed off by your mentor or other supervising adult. Please total hours completed at the bottom of your hours log. Please differentiate totals if completing the shadowing/community service hours.

DUE: Feb. 16th to your Government teacher

Here is an example of an hours log:

Date	Start Time	End Time	Total Hours	Hour Type Internship=I Shadowing=S Community Service=C	Signature
12/1/2017	9:00am	1:00pm	4 hours	C	<i>McDonnell</i>

Total Hours for Shadowing = 25
Total Hours for Community Service = 25

SENIOR EXIT PROJECT
Mentor Interview

Part of your SEP will require you to interview your mentor (or someone closely worked with). For the interview, the following is required:

1. You are to come up with 20 questions to ask your mentor. This could be about controversial topics, personal experience, building relationships in the field, critical issues in the field, etc. Ask a variety of questions.
2. You may choose to email the questions to your mentor or have a face-to-face interview.
3. This interview (questions and answers) will be TYPED and placed in your portfolio.
4. You may choose to use parts of the interview in your SEP paper.

SENIOR EXIT PROJECT
Letter of Recommendation

Students will be required to include a typed recommendation letter in the portfolio. This letter **MUST** be written by the student's mentor, or someone worked closely with. It is the student's responsibility to obtain the letter of recommendation; if you are having trouble completing this requirement, please see an SEP coordinator as soon as possible. Please make your mentor aware of this requirement and provide them with ample time with which to complete it for you. The recommendation should highlight some of the following:

1. Work Ethic
2. Responsibilities
3. Time spent at the internship
4. Social skills
5. Ability to lead
6. Ability to manage
7. Helpfulness

SENIOR EXIT PROJECT Presentation Requirements

As the final portion of the Andrada Senior Exit Project, students will be asked to prepare a presentation based on their internship experience. The presentation gives students the opportunity to inform others about what they have learned while at the workplace. It will incorporate information from the paper, the portfolio, and the internship hours. Students will present this information to a selection of Andrada staff and community members. Each of the students will be assigned a presentation time for **April 25, 2018**. Student must receive a minimum of 70% on the presentation to pass the SEP.

1. **Time:** All presentations **MUST** be 8-10 minutes. Within this time frame students should interact with their audience and inform them about their experience in a creative way. Eight to ten minutes should provide students with enough time to introduce themselves, present their information, and provide conclusions gained from the experience.
2. **Professionalism:** As with all professions, it is important to “dress to impress.” Students should be in attire that is appropriate to wear to a business presentation.
Men: Dress pants, collared shirt, tie (jacket optional)
Women: Dress, skirt/blouse, or pant suit
Shoes: No tennis shoes, flip flops, or house slippers
3. **Delivery:** It is important to present information in a cohesive manner. The presentation should flow naturally with use of proper transitions. Students **MUST** use a visual aid (google slides, prezi, etc.) to assist the presentation. Please refer to rubric.
4. **Question and Answer:** It is important for the student to engage with the audience (judges). Students should be prepared to answer any questions judges ask. This portion of the presentation is not included as part of the required 8-10 minutes.
5. **Content:** Students should have valuable and relevant information in their presentations. Students should combine elements from their portfolio, paper, and internship experience in their presentation. See rubric for specifics.

**SENIOR EXIT PROJECT
Presentation Rubric**

Andrada Polytechnic High School – SEP- Presentation Rubric

Presentation must be between 8-10 minutes long. Overall score is reduced by 10% if time falls outside time limit.

	1 Point	2 Points	3 Points	4 Points	Total
Organization	Audience cannot understand presentation because there is no sequence of information. No connections between critical issue paper and shadowing.	Organization is present but audience has difficulty following the sequence of information. Vague connections between critical issue paper and shadowing.	Student presents information in a logical sequence with some transitions or connections that the audience can follow. Connection between critical issue paper and shadowing present but unexplained.	Student presents information in a logical, interesting sequence, with excellent transitions and connections between all ideas, including clearly explaining how the critical issue paper relates to shadowing.	
Subject Knowledge	Student fails to demonstrate understanding of the research paper, shadowing experience, AND/OR demonstration. Student is unable to answer the most basic questions about the project.	Student fails to demonstrate understanding of the research paper, shadowing experience, OR demonstration. Provides answers to only simple questions.	Student demonstrates knowledge and understanding of the research paper, shadowing experience, AND demonstration. Provides answers to all questions, but fails to elaborate.	Student demonstrates full knowledge and understanding of the research paper, shadowing experience, AND demonstration. Answers all questions with explanation and elaboration.	
Visual Aid	Poor use of presentation. Transitions between slides are not present. Appearance is not congruent. Convention errors are distracting and cause confusion.	Weak use of presentation. Transitions between slides are not present. Appearance is not congruent. Convention errors are present.	Solid use of presentation. Transitions between slides are present but not effective. Clear/Concise material free of convention errors.	Excellent use of presentation. Effective transitions between slides. Clear/concise material free of convention errors.	

Delivery	Student provides no eye contact; mumbles; speaks too quietly; uses incorrect grammar frequently; relies on "filler" sounds; reads entire presentation directly from notes and/or presentation/site.	Student occasionally provides eye contact; uses low voice volume; occasionally uses incorrect grammar and "filler" sounds; frequently reads directly from notes and/or presentation/site.	Student maintains eye contact, but returns to notes or presentation/site frequently; voice is clear; rarely uses incorrect grammar and "filler" sounds.	Student maintains eye contact, and rarely returns to notes or presentation/site; voice is clear; no incorrect grammar or "filler" sounds noticeable.	
Professionalism	Student late for presentation; not dressed professionally. No evidence of preparation. Necessary resources missing and/or ineffectively used.	Student late for presentation; better dressed; some evidence of preparation. Necessary resource(s) missing and/or ineffectively used.	Student on time, better dressed; prepared for presentation. ALL necessary resources present, but not used effectively.	Student on time, dressed very professionally; appears confident and prepared for presentation. ALL necessary resources present and used effectively.	

Professional Attire: NO tennis shoes: Girls: skirt, dress, pant suit. Boys: collared shirt/tie, dress pants. Necessary Items: Portfolio & Visual Aid	Total Points	
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