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Components of the Senior Project:

Forest Grove High School requires completion of the senior project and all its components for graduation. There are 2 major components of the senior project.

1. Creating your senior project. You must spend a minimum of 15 hours on your project. You will also be keeping a journal and a scrapbook documenting your work.

2. Senior speech. You will give an 8 – 10 minute speech about your project and you will need a visual aid.

Timeline

First Semester: Declaration Letter due – The due date will be set by your English teacher.

February - Mentor Selection Form due – The due date will be set by your English teacher. This must be completed before you begin work on your project. Work on your project. Keep a journal of time spent and what is happening. Take pictures of the ongoing work.

March – Continue working your senior project. Keep a journal of time spent and what is happening. Take pictures of the ongoing work.

April – The project is due.

   4/2/20 Senior Showcase – 3:30 in the auditorium – all performance based projects are performed.

   4/3/20 Senior Project Display due by 8:00am in the Viking Gym. You must turn in: Project, scrapbook, 5 page journal, senior project self evaluation, mentor verification form

May – Prepare for your speech


Overview:

As a senior, you have the opportunity to select and explore a new area of learning connected to your career or personal interest. Pick something you’ve always wanted to learn about, develop a skill that will help you with future employment or earn college credit. You are in charge. Choose wisely. There are certain requirements and safeguards, but your project is uniquely yours and should be an exciting and meaningful learning experience.

- Choose a topic that will provide a challenge to you, something you have not done before, something that you really want to do. Have your topic approved by your English teacher. You need to spend a minimum of 15 hours on your project. You will create a scrapbook, type a journal, and reflection paper, and give a speech.

- You must have your project preapproved by your senior English teacher before beginning.

- You must have a mentor before your start your project.
**Tips for Selecting Your Project**

Remember that you must have a mentor and your senior English teacher’s approval before you begin your project. This project needs to be new learning for you. Pick something you really have an interest in and you’ll be amazed at what you’ll get out of this experience. You need at least 15 hours. Consider the amount of time your project will take and be realistic about what you can accomplish. You want a quality project.

When choosing your project, consider needs like, is there any cost to your project, or do you require transportation, tools and supplies? Do you have the resources necessary?

You are required to have an adult mentor to help you learn about and complete your project. Find someone with knowledge in your project area and who has the time to help.

You need to be safe from harm while you work on your project. Plan to do something that will “keep your feet on the ground.” Bronco busting, sky diving, scuba diving, and learning to hang glide all sound exciting but we need to keep you safe. Save those experiences for later and consider planning a project around those activities that is safe, like ground school, beginning scuba lessons at the aquatic center, or learning to pack a parachute. Additionally, projects that involve body enhancing will not be allowed but training for a specific event may be. Remember your project will need to be approved as safe before you can begin. Make sure you plan to receive instruction from a licensed or certified instructor on those projects that may have some jeopardy involved.

It is ok to dovetail your project with something you already plan to do. If you want to become a lifeguard and you need to take CPR training, do it as your senior project. Consider taking a college class (not a class at FGHS). You can earn credit at PCC, Pacific, or PSU if you start classes in January. Check online or in the counseling center for more information. You may also consider a non-credit class in arts, crafts, cooking, and computers. Volunteering is a possibility for a project. If volunteering involves fundraising, you need to speak with your senior English teacher before beginning.

Make this project your choice. Talk over your decision with your parents and friends, but you decide what would be best for you. Get your teacher’s approval and a mentor before you begin.

**Important Requirements to Keep in Mind**

You must:

1. obtain teacher approval of your project before you begin counting your hours
2. find your mentor and turn in your Mentor Selection Form before you begin counting your hours
3. complete your project outside of the regular school day. Your counted hours may not be part of a requirement for another class
4. volunteer your work for your project – you cannot be paid. Your counted hours must be community service hours
5. not receive High School credit for your senior project

Use the space below to brainstorm some ideas about what you might like to do for your senior project.
Declaring Your Project

When you have selected what you are going to do for your senior project, you need to write a letter to your senior English teacher declaring what you plan to do. This letter needs to be written in a full block, business style, using a computer. In it, you need to explain briefly what your project is, why you chose it, and what you already know about it. You need to explain what product you are going to create. Include details such as what you figure it will cost, an estimate of how much time you will need to complete your product, who might be able to help you, and what other resources you have to learn more about your topic. Also include how your project ties to your career goals or personal interests. Show that you have thought through your selection and the details connected to it and that you have made a wise decision. Check your letter for neatness, proper conventions, appropriate format, and then, when it is ready, sign it in blue or black ink and turn it in.

To help you write your letter a sample declaration letter follows, with some hints in italics that you can use as a guide when writing your own letter.

Sample Declaration Letter

Date 2” ↓ down from the top

January___, 2020

Mrs. Joan Cluff        (Your teacher’s title, first and last name here.)
Forest Grove High School
1401 Nichols Lane
Forest Grove, OR 97116

Dear Mrs. Cluff:

I am going to make a stained glass window for my senior project. Stained glass windows are beautiful and I want to learn how they are made. I have admired the stained glass at Saturday Market and want to learn how to create one from my own design. I studied the use of color in drawing and art classes here at Forest Grove High School and I have some sketches that I would like to reproduce in glass. This will be a new area of learning for me since I have never worked with glass. I consider stained glass window making a personal interest.

I am going to look for information online about the creation of stained glass. I was very excited to find out that there is a store in Beaverton which provides lessons in working with stained glass. The lessons are two hours long on Thursday evenings and cost $15. I will need to pay for my glass supplies, but the instructor said she would loan me the special gloves and other tools I will need during the class. It will take several lessons to create just one hanging.

Sincerely,

First and Last name
Your Street Address
Your City, OR 9711-
Selecting a Mentor

A mentor is a person who knows a lot about your subject and is willing to help you as you learn. It is important that you select this person carefully. This person should be:

- an adult.
- someone who understands that being your mentor is a time commitment.
- someone with whom you can work well.
- an "expert" in your project field (licensed or certified if required), with years of experience.
- willing and able to meet with you at least three times in person.
- able to verify, in writing on the Mentor Verification Form, your work and product development time of at least 15 hours.
- someone who is not a relative.
- someone who is not a Forest Grove High School staff member.

You will need to turn in the name and phone number of your mentor on the Mentor Selection Form. Your project does not officially begin until the Mentor Selection Form has been turned in to your senior English teacher!

If you are having trouble finding a mentor, please talk to your senior English teacher.

A letter introducing the Viking Senior Project to your mentor can be found in the forms section of this manual.

Requirements for the Project

Create your project

Spend 15 hours learning, creating, volunteering, and enriching your life or the lives of others. Meet with your mentor at least 3 times during this time. Take lots of pictures. Take notes about what happens. As you reach the end of this phase, have your mentor fill out the Mentor Verification Form.

Students, who choose a performance based project, must perform their newly acquired skill at Senior Showcase. Showcase will occur before the senior project display day.

Make a Scrapbook.

You are required to create a scrapbook that clearly shows your involvement in the production of your project and meets the standards specified on the scoring guide on page 17. Your scrapbook may be a physical scrapbook, or a digital scrapbook. If you want to create and display a digital scrapbook, you need to arrange to have it presented on Senior Project Display day on your own device.

The scrapbook must include:

- Title page
- At least 10 images (many projects will have more), each with a label or caption
- A photo of you AND your mentor together
- A collection of artifacts which verify and add information about the production of your Senior Project. Those artifacts may be:
  o Pamphlets, brochures, charts, graphs, research, ticket stubs, receipts, programs, articles, sketches, sheet music, worksheets, practice pages, drafts, paintings, applications, report cards, certification cards, fabric scraps, pattern pieces, computer programs, accounting worksheets...

If you cannot come up with any artifacts related to your project, you must include at least 5 more images.
Keep a Journal

Your journal must be neatly typed using Arial, Calibri, or Times New Roman, and none of the fonts should be greater than 12 point in size. It must be double spaced and at least 5 full pages long. Your journal details your experiences in creating your project, what resources you use and provides documentation of the hours you spend in creating your project. Your journal will contain reflections on your learning process, difficulties encountered, how they were overcome, accomplishments, and joys experienced.

Your journal will be an important resource as you write your speech.

Sample Senior Project Journal Entry:

Your journal must be 12pt font, double-spaced, no blank lines needed between entries, 5 page minimum

Victor Viking
English 4
Cluff, Block 5
Tutoring Elementary Students

I spent a total of 21 hours completing my project. (MUST HAVE THIS LINE)

Jan. 13th 2015  8:45-10:30   1.75 hours

Today I met with my mentor and observed her class for the first time. We decided that I would continue to come in at least four more times before I actually take over and teach a class. I am definitely nervous about that portion of the project, but I think just being in the classroom for the next few weeks will ease these fears.

Walking into the classroom itself, felt a bit surreal. The vibrant colors that fill elementary classrooms are in such contrast to what I see in most high school rooms. There is art on every wall; most of it is student art, absent of real form, but creative nonetheless. The size of everything was also an adjustment. I thought that I would crush the tiny plastic seat that I choose at the back of the room to observe from.

Once I settled into the new atmosphere, I found myself critiquing my new mentor. She is extremely comfortable in front of those 25 students. Besides one little boy that seems to be constantly bouncing, the
students were very engaged. She has a way with getting the students to listen but it appears to take a lot of energy. She moves fast but at the same time is constantly reviewing what she has already said in a new way. Instead of the few students that always answer in my classes; she seemed to have endless hands wanting to participate. I only hope I can get these students half as engaged.

Jan. 18th 2015  9:00-10:30  1.5 hours

On the second day the teacher engaged me more with the class. She explained to the students that I would be volunteering once a week for the next few months to fulfill a project that I had to complete at the high school. It was funny how once the students realized that I was in high school their faces transformed into immediate interest. As they switched between math time and reading time, several students approached me wanting to know if I knew their cousin or neighbor or mom’s friend. Really I felt like they just wanted to make a connection with the new person in the room, though the attention was welcoming and eased some of my nerves.

Students Performing in Showcase must:

- Test music on device in Auditorium with Mr. Anderberg before Spring Break.
- Submit any song lyrics to your senior English teacher before Spring Break.
- Notify your senior English teacher before Spring Break of any special equipment requirements.

Items to Turn in on Senior Project Display Day:

Your senior English teacher will give you instructions about how to turn in your project. Seniors must turn bring the following items to the Viking Gym by 7:30-8:00am on Senior Project Display Day:

- Project
- Journal
- Scrapbook
- Completed Mentor Verification Form
- Completed Senior Project Self Evaluation Form.
- Folder with Community Member/Staff Member Comment Forms
- Name card, with 2 sticky notes attached, to help people find your project
Senior Speech

This is the final portion of the Viking Senior Project. You will present an 8-10 minute speech using a display. All speeches will be scored using the Speech Scoring Guide. After your speech, there will be an additional two minutes to show a video or demonstration, followed by a question and answer period of two minutes.

Your evaluators will be staff members, community members, and a junior National Honor Society student. There will also be several other senior presenters in the room, and possibly an additional guest or two. Your parents and mentor are welcome to come to your presentation but you will not be allowed additional guests.

In preparation for this presentation, you will need to prepare a visual aid which highlights your project and which you will refer to during your speech. You will develop your speech, time it, put the main ideas on 4 x 6 note cards, and practice, practice, practice. The more familiar you are with your speech, the less nervous you will be, and the better your presentation will be.

You need to think about the image you project. You want to feel, look, and sound your best; therefore, in addition to practicing your speech, you should try to get a good night’s rest before your presentation day. Don’t leave your visual aid or other details to the last minute or you may run out of time. Decide what you will wear ahead of time. Dress neatly and conservatively, just as if you were going to an important job interview. If you have questions about what is appropriate, ask your teacher. You may, if you wish for added interest, dress in a costume or a fashion that goes along with your presentation, but remember to be neat and modest. Smile and look at your audience—that will help you look and feel better.

Preparing Your Visual Aid

One way to do this is to use a large tri-fold display board that can be easily seen from the back of the classroom or prepare a PowerPoint. Include photographs, charts, graphs, pamphlets, pictures, instruction sheets or patterns, and/or items used. Your visual should relate important information about your project and help the judges to better understand all you have done. If you prepare a PowerPoint, you should take it to your head judge before speech day. Don’t forget that community members will be listening to your speech; you need to make sure that the display is pleasing to the eye and that everything is spelled correctly with correct grammar.

Preparing Your Speech

Use your journal and scrapbook to help you decide which ideas you will use in your speech.

Introduction: use an opening that will grab the audience’s attention. For example: relate an experience or tell a story, use a quote, or preview the main ideas of your speech. You might want to develop a thesis that is clear and concise. The introduction should take about 60 seconds.

Body of the Speech: you should have about three or four main ideas that you will help the audience understand your experience. Tell your audience why you chose your project, what you did as you completed the project, and what you learned.

Make sure you use short transition statements in your speech. These will help the ideas in your speech flow together and keep the attention of your audience. Some examples are below.

    For continuing a common line of reasoning: furthermore, additionally, also, consequently, in the same way, following this, further, specifically...

    To change the line of reasoning: however, nevertheless, on the contrary...

    To show sequence: first...second... third, as soon as, before long, next, then, afterwards, finally...

    To signal conclusion: therefore, in the final analysis, looking back, looking forward,

Conclusion: Draw some larger conclusions about what you learned. Tell us more about how this experience will impact your future. This should take about 60 seconds.
Question and Answer Time

After you have finished your 8-10 minute speech, there will be a short question and answer session. You will demonstrate your ability to listen to the questions and formulate answers in an extemporaneous situation. If you do not know an answer to a question, don't make something up. Admit you don’t know and tell them where you would look for the answer. Show your interest in the question by answering with the truth. At this time you may do a demonstration which will be limited to two minutes.

Overview of Senior Speech Day

- **There will be no absences** unless there is a serious medical excuse. Make-up opportunities are not offered except in rare circumstances and upon appeal to the Viking Senior Project Committee.
- Arrive in your speech room by 12:20.
- Give your evaluation folder to your Head Judge.
- **You must remain for the entire time regardless of when you present.** Students and guests will be asked to step out of the room between speeches for a few minutes so the judges can write their evaluations. Do not leave the area. Please stay quiet when out in the hall as speeches will be going on in nearby rooms.
- It is very important that no one enters or leaves the room during a speech. Only parents and mentors may attend. When you invite them, tell them they should arrive by 12:20.
- At the end of all the speeches, when your head judge dismisses you collect and remove your belongings.
- Your head judge will return your folder to your senior English teacher. Your teacher will let you know your grade during your next regularly scheduled English class.
- You are invited to join the staff, community members, and other seniors for a reception in the library.

Items to Bring to your Senior Speech:

Seniors must be in assigned speech rooms by 12:20pm. Dress professionally. Bring the following items with you:

- Visual Aid – Required for a passing score. Those without a visual aid will need to appear before the Senior Project Board.
- Folder with **Speech Scoring Guides**
Forms

This section of the Viking Senior Project Manual contains all the forms a senior will need during the completion of the Viking Senior Project.
Viking Senior Project Requirements

Completing the Viking Senior Project and senior English are school district requirements for graduation from Forest Grove High School. The State of Oregon requires completing one extended application and two career related learning experiences to receive a high school diploma. The Viking Senior Project provides a final opportunity to meet these requirements. Scores of proficient on these items are also eligible for the Certificate of Academy Mastery. All seniors, including transfer students and students not enrolled in senior English, need to complete the project components by deadlines below. Students not enrolled in second semester senior English need to contact their Guidance Counselor to make arrangements for meeting the requirements.

Senior Project

Due Date _______________

Includes the following components: senior project, scrapbook, typed journal, mentor verification form, and final senior project self evaluation form.

Senior Showcase is required for performance based projects. Due Date _______________

Senior Speech

Due Date _______________

Oral presentation of 8 – 10 minutes with a visual aid.

Failure to meet these deadlines or to participate in the appeal process will place the student’s High School Graduation in Jeopardy.

Appeal and Recovery Process

If any of the above assignments are not completed by the deadline due to extenuating circumstances, the appeals process will occur in the following manner:

• The senior is notified by their English teacher and a letter will be sent home to notify parents/guardians of the missed deadline and appeals date.
• Parents are encouraged to accompany their students to the appeals.
• Student and parent/guardian will be given an opportunity to present the appeal to the Viking Senior Project Committee.
• The Committee will consider the circumstances and negotiate a plan for completion of the project.

To ensure that all parties understand the requirements of the Viking Senior Project, a signed copy of this page is a required part of the student’s Senior Project Portfolio. Please sign this page and return it to the student’s English teacher within three (3) days. Keep the other copy for your records.

Senior Project is not an excuse to miss class or work experience.

Parent/Guardian Signature__________________________________________________________ Date_______________
Student Signature__________________________________________________________ Date_______________
Dear Mentor,

Thank you for agreeing to help a student complete the Viking Senior Project. You are joining a team of students, teachers, parents/guardians, and other mentors in a unique learning experience that will bring together the efforts of the school and community in a positive way.

Your effort, time, and knowledge, are key factors to the student’s success. You will assist, advise, and encourage the senior as he/she completes the student-selected project and fulfills a graduation requirement.

It is important that you be available to the student for help and consultation throughout the project development phase of the Viking Senior Project. This usually extends from the end of January through the last week in March. The student will need to actually meet with you at least three times:

- To discuss the project plans and receive your suggestions; to have you suggest books, magazines, trade publications, manuals, videos or online resources that could be used for ideas, guidance and instruction, and research.
- To discuss the development of the project; to ask questions and make sure everything is progressing in a satisfactory way. The student should have the project about half-way completed by mid-March.
- To see and evaluate the completed project; to fill out an evaluation form verifying that the student did the work and spent a minimum of 15 hours on his/her project.

If you have any questions, please call Forest Grove High School at 503-359-2432 and ask for ____________________.

Senior English Teacher

Thank you for your generous support of the student.

Sincerely,

Senior Project Committee
Forest Grove High School
Senior Project Mentor Selection Form
Career-Related Learning Experience (mentorship)

Student Name

Student Number

Advisory Teacher

English Teacher

Block

Name of Senior Project

Brief Description of Senior Project

Mentor Information:

Choose and complete the information in ONLY one box, dependent upon whether your mentor is a private community member or a representative of a business.

☐ Private Community Member:

Mentor Name

Mentor’s complete home address

Email address

Phone number

Or

☐ Business:

Mentor Name

Business Name

Complete business address

Email address

Phone number

If necessary, Mentor Certification:

We at Forest Grove High School appreciate your time and consideration in helping our student with the Senior Project. If you agree to be the mentor for this project, please sign below.

Signature of Mentor

Date

You may fax this form to Forest Grove High School. Fax: 503-359-2521
# Mentor Verification Form

## Career Related Learning Experience (mentorship)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Number</th>
<th>Advisory Teacher</th>
<th>Senior English Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Senior Project

<table>
<thead>
<tr>
<th>Career or personal interest</th>
</tr>
</thead>
</table>

Thank you for taking part in the Viking Senior Project as a mentor. Please take a few minutes to evaluate this senior’s efforts by answering the following questions and adding any comments you may have.

Has the student met with you **at least 3 times** to discuss and/or work on this project?

Yes_______  No_______  Comments:

Can you verify that this project is the student’s work and that she/he spent at least 15 hours creating it?

Yes_______  No_______  Comments:

Additional comments:

<table>
<thead>
<tr>
<th>Mentor Name</th>
<th>Mentor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Phone________________________  email________________________

This form should be returned to the student or mailed to the student’s senior English teacher, Forest Grove High School, 1401 Nichols Lane, Forest Grove, OR 97116.  503-359-2432
# Senior Project Self Evaluation

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Senior English Teacher</th>
<th>Block</th>
</tr>
</thead>
</table>

Describe the Senior Project *(materials, problems, techniques . . .)*

How did the creation of this project challenge you?

What do you want the community/staff member to notice?
## Scrapbook Scoring Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not Pass</th>
<th>Proficient</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong>&lt;br&gt;<strong>Format</strong></td>
<td>Disorganized &amp; confusing; lacks a logical format.</td>
<td>Presented in a logical, thoughtful manner; organizational strategy is present.</td>
<td>Extremely well-organized; logical format; organization enhanced project and was very effective.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Scrapbook is not professionally compiled, several areas need to be enhanced, captions may be absent or unprofessionally displayed in messy handwriting.</td>
<td>Some elements of professionalism shown throughout the scrapbook; time and effort is present but some areas could be enhanced; captions are evident but could be more professionally displayed. A few other features are inserted to enhance the content.</td>
<td>Very professionally presented, time and effort is evident in the details added, captions are typed or written in clear and formal handwriting. Other features such as borders, graphics etc... are in place to enhance the content.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Little or no creativity used; bland, predictable and lacked a personalized touch.</td>
<td>Clever at times; thoughtful and unique in some areas.</td>
<td>Very clever and original. Creative touches truly enhanced the project.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The scrapbook is missing required components which could include:&lt;br&gt;- Less than 10 pictures, including one with the mentor&lt;br&gt;- Very few or no artifacts&lt;br&gt;- Several errors in content or missing evidence of key parts of project</td>
<td>The scrapbook demonstrates general understanding and comprehension of the project requirement. Scrapbook shows most aspects of the stages and/or experience of the project.&lt;br&gt;- 10 or more pictures, including one with mentor&lt;br&gt;- Some other artifacts are included&lt;br&gt;- Content is mostly edited; very few errors</td>
<td>The scrapbook demonstrates complete understanding and comprehension of the requirements. Scrapbook clearly shows the stages and/or experience of the project.&lt;br&gt;- 15 or more pictures, including one with mentor&lt;br&gt;- Other unique artifacts displayed that showcase project&lt;br&gt;- All content edited and error free</td>
</tr>
</tbody>
</table>

All scrapbooks that are digitally displayed need to be in a professional format. Basic slide presentations without the features marked with \( \diamond \) above will not be accepted. Students must have their own device to display their digital scrapbook on Display Day. This device needs have clearly printed instructions on how to operate or navigate through the digital version, and the settings need to be set to where the device does not lock or go to sleep.
Senior Project Evaluation Form
For Use by Senior English Teacher

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Senior English Teacher</th>
<th>Block</th>
</tr>
</thead>
</table>

Senior Project

For a complete description of expectations for the Senior Project, please read this manual or see your English teacher.

Journal – student record of time spent.

- Journal of 5 pages minimum is neatly completed, showing accomplishments over a minimum 15 hours of work.
  - Complete  Incomplete

Scrapbook

- Scrapbook fully documents the step by step process of the project.
  - Complete  Incomplete

Comments:
Dear Community/Staff Member,

Thank you for coming in and giving our seniors feedback about their Senior Projects. Your participation is invaluable. We are asking you to look at and comment on as many of the projects as possible.

As you circulate, look for student projects that still have sticky notes. The sticky note on the front of each folder (or name card) indicates that the senior has not yet received a comment. After making comments, please return this form to the student folder and remove the sticky note.

Thank you.

Forest Grove High School

Comments:

Please print your name: ________________________________ Signature: ________________________________
### Speech Scoring Guide

<table>
<thead>
<tr>
<th>Area</th>
<th>6A Exceptional Mastery</th>
<th>5B Mastery</th>
<th>4C Proficient</th>
<th>3D Not Proficient</th>
<th>2F Not Proficient</th>
<th>1F Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Correct use of grammar. Fresh, colorful, precise words. Language is original, appropriate to audience.</td>
<td>Nearly correct use of grammar. Precise use of descriptive words. Language is original, carefully selected.</td>
<td>Usually correct grammar used. Language is acceptable. Language is original and functional.</td>
<td>Lapses in correct grammar. Mundane or ordinary words used. Language is original or not original.</td>
<td>Frequent errors in grammar. Simple or vague words used. Language is not original or misused.</td>
<td>Significant errors in grammar. Inaccurate use of words. Language is limited or misused.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Consistently effective eye contact. Exceptionally clear and correct enunciation and pronunciation. Extremely effective use of nonverbal techniques (posture, gestures, etc.).</td>
<td>Effective eye contact. Clear and correct enunciation and pronunciation. Effective variation of voice (tone, volume, rate). Infrequent use of fillers (“umm, you know”) Skilled use of nonverbal techniques (posture, gestures, etc.).</td>
<td>Eye contact with some. Mostly clear and correct enunciation and pronunciation. Reasonably effective variation in voice (tone, volume, rate). Smooth delivery with some minor breaks. Control of nonverbal techniques (posture, gestures, etc.).</td>
<td>Minimal eye contact. Some enunciation and pronunciation problems. Inadequacies in voice (tone, volume, rate). Halting delivery with numerous fillers. Inconsistent use and control of non-verbal techniques (posture, gestures, etc.).</td>
<td>Little or no eye contact. Frequently incorrect, unclear enunciation and pronunciation. Monotone. Very halting delivery. Limited, if any, use of non verbal techniques.</td>
<td>Total dependence on notes. Unclear or consistently incorrect enunciation and pronunciation. Monotone, soft voice. Halting voice detracting from message. No control of nonverbal techniques.</td>
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#### Visual aid: Student has a visual aid and refers to it during the speech.  
Yes_____ No_____  
Q & A: Student listens to questions attentively and answers most questions completely. Yes_____ No_____  
Arrival/Departure: If student arrived late – arrival time___________ If student departed early – departure time___________  
Overall Score: 6 5 4 3 2 1 Scores of 4 or higher meet state standards.  
Evaluator’s Signature________________________ Print name________________________  
Student Name________________________ Student Number________________________ Senior English Teacher/Block________________________

Speech Length  
(8 min – 10 min)  
(Min – Max)
STUDENT FUND-RAISING ACTIVITIES

The following procedures have been established to insure student safety and school accountability during school fundraising activities:

General Guidelines

1. Elementary students (K-6) will not be asked by the school to solicit funds by going door-to-door.

2. Participation in any and all fundraising activities must be voluntary.

3. Contributions by students, school employees, or patrons must likewise be voluntary, without coercion or pressure.

4. Under no circumstances will participation in or support for fundraising projects be used to determine a student’s grade or eligibility for participation in school related programs or activities.

5. Prior to initiating fundraising activities, all school district organizations shall present a written fundraising plan to the school principal or designee for approval. A copy of the fundraising activity plan shall be sent to the superintendent. (See Fundraising Activity Plan form.)

6. Funds must be receipted and expended through district or school accounts in accordance with standard accounting procedures. Refer to Fiscal Management Board Policies.

7. It is each school’s responsibility to be aware of the number of district wide fundraising activities that occur each year, so community businesses, patrons, parents or staff are not inundated with school solicitations.

8. The district and each school shall be cognizant and consequently limit any fundraising activity that may create a financial disadvantage to a local business selling similar products or services.
FUNDRAISER ACTIVITY PLAN

School: ________________________________

Title of Fundraiser: ________________________

Group sponsoring Fundraiser: ________________________

Date of Fundraiser: ________________________

Activity Plan: (include what funds will be used for) ________________________

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