

Nogales High School Senior Exhibition



2017-2018

Student Manual

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Introduction

Congratulations! You are a senior and provided you pass your classes, state assessments, and the Senior Exhibition, you will graduate.

- ✓ The Senior Exhibition is a yearlong study that includes a documented essay, 25 documented project hours, a portfolio and a presentation. All sections are scored by the English teachers and/or external graders and fulfill the board approved Nogales High School graduation requirement.
- ✓ Your English teacher will go over the Senior Exhibition in class. However, it is YOUR responsibility to be familiar with this manual and all the requirements stated herein. If you have questions, problems, and/or complaints, talk to your teachers; they will help you or direct you to the Senior Exhibition Coordinators.
- ✓ To complete your Senior Exhibition, you should take advantage of the resources available to you. Your teachers, school staff, mentors, school administrators, community members, and family are those resources. These people will be an invaluable source of information and advice.
- ✓ It will be in your interest to study the paper, portfolio and presentation rubrics carefully. The rubrics describe the scoring requirements for completion of the Exhibition.
- ✓ **Content discussed in the documented essay must be connected to the project.**
- ✓ Projects must be legal, safe, and within school rules.
- ✓ Your project needs to be challenging and creative, and encourage an academic attitude.
- ✓ The English teachers have the right and duty to make sure your paper and project are academically challenging, creative, and provide a “learning stretch” as well as be safe and legal. Certain risks are inherent, and can be taken, but ultimately, the instructor may reject your ideas.

Good Luck in your Senior Year at Nogales High School!

Senior Exhibition Due Dates

Monday, August 28, 2017

Letter of Intent due

Monday, September 18, 2017

Project Proposal due

Friday, September 29, 2017

Draft of Mentor Interview Questions due (10 Minimum)

October 6-First Quarter ends

October 9-13 Fall Break

Friday, October 20, 2017

Completed Mentor Interview Transcript Due. Typed, questions/answers.

Completed Consent Form due. (Student, Parent/Guardian, Mentor, Teacher signatures required)

Friday, November 3, 2017

Five (5) hours due- Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors.

Monday, November 13, 2017

First draft of documented essay due –Cover page, outline, text, and Works Cited. Double spaced, MLA format.

Friday, December 8, 2017

Second draft of documented essay due-Cover page, outline, text, Works Cited.

Text and Works Cited submitted electronically to: <http://www.turnitin.com>.

Friday, December 15, 2017

Five (5) hours due- Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors

10 hours total

December 20-22 Finals and end of 1st Semester

Senior Exhibition Due Dates

Friday, January 19, 2018

Third and final draft of documented essay due—Cover Page with MLA Format, word count, turnitin.com score, outline, text, Works Cited. If you do not submit a final draft on time, the last draft submitted to your English Teacher will be sent to the outside graders.

Monday, January 29, 2018

Five (5) hours due- Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors
(15 hours confirmed)

Monday, February 26, 2018

Five (5) hours due- Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors
(20 hours confirmed)

March 12-16, 2018 Spring Break

Friday, March 23, 2018

Five (5) hours due- Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors
(25 hours confirmed)

Monday, March 26, 2018

Portfolios Due

Friday, May 4, 2018

Senior Presentations-Early Release

Senior Exhibition General Guidelines

The Senior Exhibition includes the following:

- ✓ 1,500-2,000 word documented essay
- ✓ Project of 25 or more documented, productive hours connected to paper
- ✓ Portfolio –a binder that documents entire Exhibition
- ✓ Presentation- a 10-minute formal speech

The three scored components of the Exhibition are the paper, the portfolio, and the presentation. Each component is worth 200 points, for a total of 600 points. **The lowest passing grade is for each section is 120 points, or 60% on each section. Students must pass and complete all components of the Exhibition, (documented essay, project, portfolio, and presentation) in order to meet the Senior Exhibition graduation requirement.** Students who score a total of 90 or better on each section will receive Honors recognition.

International Baccalaureate Candidates complete a 4,000-word extended essay and community service for completion of the IB Diploma. These candidates will be exempt from completing the Senior Exhibition because their IB diploma encompasses all components of the Senior Exhibition.

This Senior Exhibition Manual reflects the minimum requirements for completion of the Exhibition. Teachers may require additional work for their class grade. Due to the rigorous nature of Honors, IB, and AP classes, teachers may require additional work or earlier deadlines. Any teacher may require preliminary deadlines leading towards the stated deadlines.

If a student does not pass the Exhibition, he/she **may fail** first and/or second semester of English IV and **may not** graduate.

The Senior Exhibition is designed to be academically rigorous and a challenge. The Letter of Intent and Project Proposal serve as documentation that the student is able to clearly describe the learning stretch they intend to pursue.

The Consent Form serves as a legal contract between the student and Nogales High School. Fraudulent behavior will be vigorously investigated and if discovered, will be considered a serious offense.

Mentor Information

Mentors are required for your paper and project. The mentor will serve as a primary source for the paper, and project. Other expert interviews are encouraged. Family members may be mentors provided they are experts in the subject of the project. Select a mentor who has extensive experience in the project area and can provide guidance in completing the paper and project. Mentors need to be 21 and older, and considered an experienced person or an expert. Understand that you are asking for time and help, so make sure you treat the relationship respectfully. The mentor may terminate the relationship if you fail to keep appointments, or other obligations. If the situation requires, you may seek another mentor. You may have more than one mentor, but one of the mentors should be a person who is willing to verify the work you have completed on your project.

When selecting a mentor, consider the following questions:

1. Will the mentor have the time to help you? Consider seasonal work, and other time sensitive issues.
2. Does the mentor have current information/expertise you can use in your paper and project?
3. Will the mentor give you support and encouragement? Will the mentor be able to verify the hours you spend on the project?
4. Will you be able to interview the mentor as your primary source for your documented essay, or will the mentor be able to help you locate someone else to interview?

Please note that you **MUST** choose your mentor quickly as you will need the interview for your documented essay and project. You will need a transcript (questions and answers) of this interview. Your instructor may give specific guidelines to follow for the interview. Sample interview questions are located on page 41.

Changing an Exhibition Topic

If a topic is changed past the listed due dates, and the change **significantly** alters the paper and project, the English teachers will require a new Letter of Intent, a new Project Proposal, a new Consent Form and a new interview transcript. A copy of the Consent Form will need to be turned in to the Senior Exhibition Coordinators. The teachers and Coordinators will meet to discuss if the change is feasible. Any questions that cannot be resolved by your teachers will be referred to the Senior Exhibition Coordinators for resolution.

Projects

Projects are described in detail through the Project Proposal and Consent Forms. The Project section of the Exhibition consists of completing a minimum of 25 hours that are used to produce, create, make, or learn something. Project hours result in a tangible product that is strongly connected with the topic of the documented essay. The five (5) community service hours are included.

Project hours will be confirmed each quarter/semester.

Naturally, there will be acceptable similarities between some current and past projects. If any part of a student's Exhibition is found to be plagiarized or stolen, the student will be subject to review by the Senior Exhibition Committee and the NHS Administration as to appropriate consequences.

Students may contribute time to another's project, but no joint projects are allowed. Students must do projects individually.

All project hours, including hours completed in the summer, must be fully documented and be signed off by the mentor. Coordinators and/or teachers may perform random checks on listed mentors and hour documentation.

You may be paid for Exhibition hours, but the paid effort needs to be beyond what you would normally do.

School facilities may be available for Senior Exhibition use; requests for building use and security/custodial services may be at student expense. NHS Administration will handle requests.

The Senior Exhibition Committee

The Senior Exhibition Committee is comprised of the Senior Exhibition Coordinators, teachers, and administrators. The Senior Exhibition Committee oversees all aspects of the Senior Exhibition. The members of the Committee decide to reject certain proposed topics and projects based on the criteria that the topic/project is **not** academically focused, legal, reasonably safe, or within school rules. The members of the Committee may request further details in writing about the Exhibition or may request the student meet with the Committee. If the Committee does not approve of a Senior Exhibition, the student will be required to select a new topic or project.

Community Service Hours

Five (5) community service hours are required. Students may choose to complete all 25 project hours as community service, or complete five (5) community service hours separately and use the remaining 20 to complete their individual hours. No matter what a student chooses, they will need to clearly document their community service hours. Community service hours can be connected in theme to the overall Exhibition topic. A representative from the community organization will sign for these hours. The instructions for documenting community service hours are detailed in the portfolio section of this manual. The following is a simplified list of places to contact for information concerning community service hours. Students will need to do a more thorough search.

American Cancer Society www.cancer.org/index
Animal Shelters/Equine Therapy Centers/Humane Society
Arizona Forest /Park Service www.azparks.gov
Arizona Parks and Recreation Association www.azpra.org
BLM www.blm.gov
Boy and Girls Scouts/Brownies or Cub Scouts scouting.org
Boys and Girls Club bgca.org
Carondelet Holy Cross Hospital (520) 285-3000 carondelet.org
Cities of Nogales, Rio Rico, Patagonia, or Sonoita
Crossroads Nogales Mission 520-287-5828 crossroadnewlifecenter.org
Goodwill www.goodwill.org
Holy Cross Senior Center
International organizations
National Forest/Park Service www.fs.fed.us www.nps.gov/index.htm
New Hope (or any local) Women's Shelter
Nogales Chamber of Commerce 520-287-3685
Nogales Community Food Bank 520-281-2790 communityfoodbank.com
Nogales Unified School District
Police/Fire Departments
Rec Center
Red Cross www.redcross.org
Salvation Army www.salvationarmy.org
Santa Cruz Council on Aging – (520)-287-7422
Santa Cruz Humane Society/Animal Clinic 520-287-5654 santacruzhumanesociety.org
Santa Cruz Training Programs 520-287-2043
Santa Cruz, Pima, or Cochise Counties
Susan G. Komen for the Cure Southern AZ 520-319-0155
Ronald McDonald House rmhctucson.org
The Leukemia & Lymphoma Society www.lls.org/waystohelp/volunteer/
Any churches in Nogales-service should help overall community

Letter of Intent

The letter of intent is a formal business letter declaring what the student will research for the paper and information about the project. Instructions and an example follow.

In business letter (block) format, address a Letter of Intent to the Senior Exhibition Committee. Remember that you will also need a copy of this letter for your portfolio. Of course, your attention to good writing details and practices is required. This letter will be graded by your English teacher and be a part of the Senior Exhibition Portfolio, so it must be edited, single spaced, and be in a formal business letter format. The content should include an overall description of the Exhibition, details about the paper, information about the project, and a section acknowledging the rules.

Instructions for Letter of Intent

Introduce/Describe the general subject of your Senior Exhibition, and why/how that area of study was selected. Give an example about the level of background knowledge (if any) you possess about this specific area.

In this second section, state the specific research question that the paper will address. Include ideas/subtopics the paper will focus on, and discuss the possible sources you anticipate using, including a personal interview with your mentor/experienced person as a primary source.

The Project Proposal is a detailed plan of how you will accomplish the 25 minimum project hours, so just a brief description of the project is necessary. Begin this third section with a transitional sentence introducing the project. Then state the relationship between the project and the paper. A clear connection must be evident. Then explain the details about how the five (5) community service hours will be conducted, or how all of the 25 hours are considered community service. Community service hours can be thematically connected to the overall subject of the Senior Exhibition.

In this last section, the student acknowledges the NUSD plagiarism policy and the consequences of plagiarism stated therein. Also, in this section, you need to confirm that you understand the repercussions (penalties) of not complying with deadlines listed in the Senior Exhibition Due Dates.

Don't forget to sign the letter, and print at least two copies. Save several copies as well.

An example of the basic letter is below. Your English teachers may give supplemental directions for completing the letter to their satisfaction.

Student Mailing Address
City, State zip code

Current date

Senior Exhibition Committee
Nogales High School
1905 N. Apache Blvd.
Nogales, AZ 85621

Senior Exhibition Committee Members:

After considering many fascinating topics, I have decided to investigate drought resistant plants, trees, and landscaping in high desert climates for my Senior Exhibition. I chose this area to study because of my strong interest in being outdoors. I also discovered I am creative with spaces and plants. I have some personal experience in landscaping. My family and I have experimented with different types of garden plants in our yard. Some of the plants did very well, others either struggled or died due to their lack of suitability for our climate. During that time, I became interested in ecologically efficient landscaping.

My documented essay will address which plants and trees can be grown successfully in a high desert climate like we have in Santa Cruz County. My research question is: Are eco-friendly landscaping options valuable to homeowners? Specifically, how does this type of landscaping reduce utility bills, add value and beauty to property, and contribute to water conservation? For my sources, I can use books, articles, and methods recommended by high school botany teacher Ms. Jackson, who has agreed to be my mentor. I will also conduct a formal interview with Ms. Jackson, so I can include her expertise in my documented essay. Another person I could interview is the Santa Cruz County Agricultural Extension agent. There are also several Internet sites devoted to this topic, including one from the University of Arizona. I hope to make use of all these sources and whatever else I can find.

Since my documented essay is focused on ecologically friendly landscaping in the high desert, for my project, I am going to design and landscape a yard and/or an appropriate business with eye-catching, low water-use plants. With the right selection, placement, and care, these plants will survive the cold winters and hot summers. The specific details are in the Project Proposal. My community service hours will consist of landscaping or maintain the lawn/grounds for the Senior Center at Holy Cross Hospital.

Along with my mentor's signatures, I will document my project and community service hours through my logs and journals, by saving any receipts, planning notes or drawings, and by taking before and after photos of my work on the project.

I am ready to prove that I can successfully complete all of the requirements for the NHS Senior Exhibition. I have read and acknowledged the regulations, policies, and possible consequences.

Thank you for this opportunity to demonstrate my abilities.

Sincerely,

Martin Gonzales
CC: Name of English Teacher

Sample Interview Questions

What is your current title/position?

How did you become interested in this area? How long have you worked in this field?

What other positions have you held?

Where did you receive training and/or education? How long did that take?

What was easy or difficult about your training/education?

Do you have to update or renew your license/certification/degrees?

Can you define _____?

What are the causes of _____? What are the effects of _____?

What are the advantages and disadvantages about _____?

Are there specific guidelines for _____?

Are there any current legal or major controversial issues associated with this area?

What would you say is a good personality type for this area?

What qualities do you look for? What advice would you share with someone who is interested in entering this career field?

Where could I find published information (books, websites, etc. on this topic)?

What is most important for me to know about this?

Am I missing anything and/or what other areas should I investigate?

Is there anyone else you suggest I interview? When/How/Where could I get together with you for clarification /more information?

Project Proposal

The project proposal helps you get your project ideas organized. When finished, you should have a document that contains specific information about your project, the overall goal, and objectives to achieve that goal, a time line, resources and a budget. This document is single spaced and edited for mechanics. A completed example follows the instructions.

Instructions for Project Proposal

MLA Heading (upper left corner of document)

Student Name

Teacher Name

Class title

Date

Project Description

Explain what the Senior Exhibition topic focuses on, and then describe the project, and your interest in that area. Be specific-State when and where the project will take place, and what the finished/end product will result in, produce, or create. Tell who will be involved, and why, and state how the paper and project are connected. Provide details about the mentor(s), and what expertise they have that will assist you in completing your project. If possible, discuss the connection between the topic and the community service hours. Describe how the project will address or solve an issue, impact the community, or enhance your own education.

Goal

This is one (or several) sentences that explain the overall purpose of the project. What do you want to accomplish? Make the goal challenging, but realistic.

Objectives

Objectives are action oriented phrases that will help to achieve the goal. The objectives should start with a verb such as: research, meet, schedule, design, start, plan, save.

Time Line

Plan time to complete your project. Keep in mind your personal schedule, the community timeline, school vacations, and city/county/state holidays. List by month the task(s) you need to complete.

Human and Physical Resources

Along with your mentor, who are the people you need to help complete the project? Examples might include speakers, models, volunteers, participants, audiences, the Police and/or Fire departments, business owners, home owners and county/city officials.

What are the physical resources needed to complete the project? Plans may include the location and reservation of a place to hold events or complete hours, permission slips for participation or photos, permission /arrangements for facilities usage, specific transportation needs, and the purchasing of perishable or unusual materials or equipment.

Budget

List the projected cost of supplies or materials needed to support project, gas or other transportation costs, rental/usage fees, refreshments or food, security costs, etc.

An example of the project proposal follows.

Student Name
Teacher Name
Class Title
Date

Project Proposal

Project Description

My Senior Exhibition topic focuses on landscaping for high desert climates. My project is to develop landscaping plans for a private residence or local business, and then do the landscaping myself. I have always been interested in plants and landscaping, but have never designed a plan for a home or business owner. My project will be located at a private residence or business property in Nogales, Arizona. I will start in September 2016, and finish in the early spring of 2017. My project will result in reducing water bills and improving the value of a private residence/business property. My paper and project are connected by addressing and applying the benefits of drought resistant plants so home and business owners can see which types of plants are the most successful. My project will allow homeowners or businesses the chance to have breathtaking gardens or yards, and save water and money. Ms. Jackson, the botany teacher, will be my mentor on plant selection, and Mr. John Smith, a local landscaper, will assist me with the planning, design and labor. For my community service hours, I will voluntarily landscape or maintain the grounds for the Senior Center at Holy Cross Hospital.

Goal

At the conclusion of this project, I will have created and implemented a landscape design using vegetation designed for desert climates for a private residence or business, and I will have landscaped the grounds at the Holy Cross Senior Center.

Objectives

- ✓ Research which plants, shrubs, and trees are appropriate for our climate
- ✓ Meet with homeowner to discuss ideas, plants, and budget
- ✓ Schedule work with Mr. Smith
- ✓ Draw at least three different landscape designs
- ✓ Start labor/prep work for landscape plans
- ✓ Plan for landscaping/maintenance with Holy Cross Senior Center
- ✓ Save receipts, drawings, notes, emails, letters, and take pictures to document my experience.

Time Line

August 2017

Meet with homeowner to discuss landscaping ideas

- ✓ Get copies of current water and estimated property values from home owner
- ✓ Select plants
- ✓ Draw designs
- ✓ Meet with Mr. Smith to finalize drawings

September 2017

- ✓ Start labor/prep
- ✓ Schedule plans with homeowner
- ✓ Project Proposal due September 18, 2017
- ✓ Draft of interview questions due September 29, 2017

October 2017 Fall Break October 9-13, 2017

- ✓ Full interview transcript and Consent Form due October 20,2017
- ✓ Submit designs for approval-ask for permission to take pictures
- ✓ Start labor/prep
- ✓ Meet with Mr. Smith to start design plan and have him sign consent form

November 2017

- ✓ **Five (5) Project Hours due November 3, 2017 (documented)**
- ✓ Finalize design
- ✓ Continue landscaping labor
- ✓ Start raising money to buy materials for Holy Cross

December 2017

- ✓ **Five (5) Project Hours due December 15, 2017 (documented, ten confirmed)**
- ✓ Decorate yard for holidays.
- ✓ Contact Holy Cross set up meeting details
- ✓ Ask for permission to take pictures

Christmas Break December 25-January 8, 2018

January 2018

- ✓ **Five (5) Project Hours Due January 29, 2018 (documented, 15 confirmed)**
- ✓ Organize/design Holy Cross landscaping/maintenance plan-take “before” pictures
- ✓ Begin prep and labor of Holy Cross landscaping plan for community service

February 2018

- ✓ **Five (5) Project Hours due February 26, 2018 (documented, 20 confirmed)**
- ✓ Finish details for homeowner
- ✓ Finish landscaping at HC. Take pictures of completed work.
- ✓ Do last yard clean up and present information to home owner
- ✓ Complete and organize documentation

March 2018 Spring Break March 12-16, 2018

- ✓ **Five (5) hours due March 23, 2018 (documented, 25 confirmed)**
- ✓ Complete and organize documentation
- ✓ **Portfolios Due March 26, 2018**

Human and Physical Resources

Home Owner

Holy Cross Senior Center Grounds/Maintenance Manager

Ms. Jackson

Mr. Smith and his truck and tools

Camera, plants, dirt/compost, shovels, rakes, hoses, gloves, wheelbarrow, rock, lumber

Budget

\$200-\$500 for plants, rock, lumber (homeowner has agreed to cover costs)

100-\$200 for flowers/plants for Holy Cross (donations)

\$75 gas

\$25 for snacks

Projected Costs \$400-\$800

Documented Essay-Guidelines and Requirements

Length: Paper has a minimum of 1,500 words. 2,000 is preferred maximum. Word Count is text only-cover page, outline, and Works Cited are not included.

Writing style should follow MLA requirements. General guidelines are listed below. For complete detail, see *MLA Handbook for Writers of Documented essays* (7th ed.) or Purdue University's OWL (On-Line Writing Lab) website. (<http://owl.english.purdue.edu>)

Writer's Inc. is also an acceptable, although outdated, guide.

Use 11-12 point, legible font styles. Documented text is double-spaced.

For topic selection, specific academic aspects of careers and sports are allowed. Students in Honors, AP or IB classes may choose to do a literary analysis for their documented essay. The documented essay topics that are not allowed are: biographies, histories, and papers that give directions on "how to" build, do, or make something.

English IV teachers have the right, within reason, to reject any paper or project. The student may appeal the rejection of his/her topic to the Senior Exhibition Coordinators.

Paper requires a minimum of five (5) sources. Sources include one (1) primary (Mentor/Expert interview) and four (4) secondary text sources such as books, articles, websites, professional journals, and encyclopedias. You may **not** use the web site Wikipedia as a source.

The paper must include information from the interview and any other sources listed on the Works Cited page. No source should be listed on the Work Cited page that is not cited within the paper.

Documentation within the paper should be a mixture of prior attribution, direct quotation, and paraphrasing.

Unless notified by your instructor, drafts should be submitted in the following order: Cover Page, Formal Outline, Documented Text, and a Works Cited page. MLA leaves Cover Page up to individual instructors, but the coordinators kindly require that students include one.

Final drafts less than 1,500 words and/or using less than four secondary sources and/or having no primary source will be docked points. In other words, papers lacking the minimum requirements will earn lower scores.

Drafts not turned in by the deadlines stated in the Senior Exhibition Manual may result in a failing grade, and are still required to complete the Exhibition requirements.

All second drafts must be submitted to turnitin.com. The English teacher can determine the appropriate range for acceptable papers, based on the information and settings for turnitin.com and their knowledge of the student's sources. A suggested range is between 10 and 40%. Any paper that receives a score outside that range should be revised by the student and teacher, and resubmitted. Teachers will give further information on turnitin.com as the draft date approaches.

Your English teacher must receive and approve of two working drafts before the final draft is due.

All source materials must be available whenever required by your English teacher.

MLA Guide

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. MLA has turned to a style of documentation that is based on a general method that may be applied to every possible source, to many different types of writing. But since texts have become

increasingly mobile, and the same document may be found in several different sources, following a set of fixed rules is no longer sufficient. The current system is based on a few principles, rather than an extensive list of specific rules. While the handbook still gives examples of how to cite sources, it is organized according to the process of documentation, rather than by the sources themselves. This process teaches writers a flexible method that is universally applicable. Once you are familiar with the method, you can use it to document any type of source, for any type of paper, in any field. For other style questions about MLA citations, see Purdue University's OWL (on-line writing lab). The current MLA guide can be referenced, but the guidelines listed for the 7th edition are appropriate for the documented essay requirements. The English IV instructor will give instructions specific to their classes.

In MLA style, when a writer is quoting a person or stating facts, the source is documented by using a parenthetical citation. The source's last name or a title is put in parentheses after a quote, a paraphrase or factual information. **This is known as an in-text citation.** It's important to understand that parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay.

Basic in-text citation rules

In MLA style, referring to the works of others in your text is done by using what is known as parenthetical citation. This method involves placing relevant source information in parentheses after a quote or a paraphrase.

General Guidelines

- **The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the Works Cited (bibliography) page.**
- **Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.**

Basic Rules for Citations

Any source information that you provide in-text must correspond to the Works Cited page.

If the writer uses the author's name in the sentence (prior attribution) he/she does not have to place it again in the parentheses.

MLA format follows the Author-Page method of in-text citation. When using larger sources such as books or magazines, this means that the author's **last** name and the page number(s) should be in the parentheses, and a complete reference should appear on the Works Cited page.

Regardless how the authors name is placed, the page number(s) for books and magazines/periodicals should always appear in the parentheses, not in the text of the sentence.

For electronic and Internet sources, you do not need to give paragraph numbers or page numbers.

Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles).

Do not include URLs in-text unless you must list the website name in order to get the reader to the appropriate entry. Provide partial URLs like CNN.com or Forbes.com as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.

For the Work Cited page, writers are no longer required to provide URLs for Web entries. However, if your instructor insists on them, include them in angle brackets after the Works Cited entry and end with a period. For long URLs, break lines only at slashes.

For every entry, writers must list/determine the Medium of Publication. Most entries will likely be listed as Print

or Web sources, but other possibilities may include Film, CD-ROM, or DVD.

Format Information for Works Cited

- ✓ Begin your Works Cited page on a separate page at the end of your documented essay. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- ✓ Center the words Works Cited at the top of the page. Do not italicize, bold or enlarge the words Works Cited, or put them in quotation marks.
- ✓ Double space all citations. Indent the second and subsequent lines of citations five spaces so that you create a hanging indent.

Entries are listed alphabetically by the author's last name. If there is no author listed, use the title, followed by a period. Then, Place of Publication: Publisher, Date/Year of Publication. Medium of Publication. Date Accessed.

Fontes, Robert. *Native Healers and Plant Based Medicines*. Nogales, Arizona: Gonzales House of Books, June 1962. Print. 12 December 2016.

Documented Essay Rubric

Outside grading for the documented essay is done by a mixture of qualified English Language Instructors recruited from the University of Arizona, various community colleges, and individuals who meet the criteria for grading an English IV paper. Students are scored on an adapted rubric from the AzMERIT guidelines for argumentative writing. This is done to reflect the current Arizona Writing Standards. The documented essay is scored in three categories, for a total of ten points.

Argumentative Essay Writing Rubric

Score	Minimal-1	Inefficient -2	Proficient-3	Highly Proficient-4
Purpose, Focus, and Organization	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience and task; and it may have no discernible claim and little or no discernible organizational structure. A minimal score may include the following:</p> <ul style="list-style-type: none"> -absent, confusing or ambiguous claim -missing alternate or opposing claims -few or no transitional strategies -frequent extraneous ideas that impede understanding -too brief to demonstrate knowledge of focus or organization 	<p>The response is somewhat sustained within the purpose, audience and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. An inefficient score may include the following:</p> <ul style="list-style-type: none"> -focused claim but insufficiently sustained or unclear -insufficiently addressed alternate or opposing claims -inconsistent use of transitional strategies with little variety -uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. A proficient score may include the following:</p> <ul style="list-style-type: none"> -maintained claim, though some loosely related material may be present -alternate or opposing claims included but may not be completely addressed -adequate use of a variety of transitional strategies to clarify the relationships between and among ideas -adequate progression of ideas from beginning to end with a proficient introduction and conclusion -appropriate style and tone established 	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. A highly proficient response includes most of the following:</p> <ul style="list-style-type: none"> -strongly maintained claim with little or no loosely related material -clearly addressed alternate or opposing claims -skillful use of a variety of transitional strategies to clarify the relationships between and among ideas -logical progression of ideas from beginning to end with a satisfying introduction and conclusion -appropriate style and tone established and maintained

Argumentative Essay Writing Rubric

Score	Minimal-1	Inefficient-2	Proficient-3	Highly Proficient- 4
Evidence and Elaboration	<p>The response provides minimal support/evidence for the writer's claim including little, if any, use of sources, facts, and details.</p> <p>A minimal score may include the following:</p> <ul style="list-style-type: none"> -minimal, absent, erroneous, or irrelevant evidence or citations from the source materials - expression of ideas that is vague, unclear, or confusing -limited and often inappropriate language or domain specific vocabulary -sentences limited to simple constructions 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial use of sources, facts, and details. An inefficient score may include the following:</p> <ul style="list-style-type: none"> - weakly integrated evidence from sources; erratic or irrelevant references or citations -repetitive or ineffective use of elaborative techniques -imprecise or simplistic expression of ideas -some use of inappropriate domain specific vocabulary -most sentences limited to simple constructions 	<p>The response provides adequate support, citing evidence for the writer's claim that includes the use of sources, facts, and details. A proficient score includes most of the following:</p> <ul style="list-style-type: none"> -generally integrated and relevant evidence from sources, though references may be general or imprecise -adequate use of some elaborative techniques -adequate expression ideas, employing a mix of precise and general language -domain specific vocabulary generally appropriate for the audience and purpose -some variation in sentence structure 	<p>The response provides thorough, convincing and credible support, citing evidence for the writer's claim that includes the effective use of sources, facts, and details. A highly proficient response includes most of the following:</p> <ul style="list-style-type: none"> - smoothly integrated, thorough, and relevant evidence, including precise references to sources -effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text -academic and domain specific vocabulary clearly appropriate for the audience and purpose -varied sentence structure, demonstrating language facility

Score	Proficient- 2	Insufficient- 1
Conventions	<p>The response demonstrates an adequate command of basic conventions.</p> <ul style="list-style-type: none"> -some minor errors in usage but no pattern of errors -adequate use of punctuation, capitalization, sentence formation and spelling 	<p>The response demonstrates partial command of conventions.</p> <ul style="list-style-type: none"> -errors in usage may obscure meaning -inconsistent use of punctuation, capitalization, and spelling

<http://azed.gov/assessment/resources>

General Proofreading Checklist

Paper Organization and Format

Turn in all drafts in the following order:

- _____ Cover Page
- _____ Outline
- _____ Text
- _____ Works Cited

Cover Page has:

- _____ Title
- _____ Graphic (optional)
- _____ MLA format for names (student name, teacher name, class title, date)
- _____ Word Count/Turnitin.com score

Formal Outline has:

- _____ Thesis statement
- _____ Roman Numerals and Correct Outline Form
- _____ Conclusion Statement

Documented Text has:

- _____ Double spaced MLA Heading in upper right corner (page 1 only)
- _____ Title
- _____ Header (Header is student last name and page number.)
- _____ Page numeration starts here and ends with Works Cited.

Works Cited has:

- _____ Minimum of five sources (one must be a personal interview)
- _____ To be in alphabetical order
- _____ MLA format (see previous guidelines)
- _____ Correct information, current dates, and numeration on the Cover Page, Outline, Text and Works Cited

Documented Text

Text has:

- _____ Introduction/Hook strategies
- _____ Thesis is easily located as the last sentence of introduction or placed where instructor has indicated.

Text has subtopics/Major points of paper that

- _____ support thesis
- _____ are logical in sequence.

General Proofreading Checklist

Text has: Fluent writing that has a mixture of

- _____ Direct quotation
- _____ Prior attribution
- _____ Paraphrasing of documentation

Text has:

- _____ Conclusion strategy that demonstrates proof of answering the research question
- _____ Reader understands paper is finished.

Text has sufficient use of sources:

- _____ Are there enough citations? Average is 10-16 for a 5-8 page paper.
- _____ Do the in-paper citations match the Works Cited?
- _____ Uses MLA Author Page method for in-paper citations
- _____ Is there a chart or graphic, and if so, is it cited? Graphic/chart use is optional by teacher requirement, and needs to be cited and integrated.

Works Cited Format

Works Cited has:

- _____ To be in alphabetical order
- _____ A **minimum** of five sources (interview included)
- _____ MLA style for sources
- _____ Sources listed on the Works Cited that match the in-paper citations

Editing and Mechanics

- _____ Ask several people to read the paper-friends, family, other teachers, and mentor.
- _____ Read the paper **out loud** to someone, and have someone read it **out loud** to you.
Note areas where reader stumbles, or text does not make sense.

This is an extremely valuable editing technique.

- _____ Spell and grammar check. **Very important**- carelessness costs points.

Comments:

Portfolio Instructions and Structure

Portfolios are a visual documentation of the entire Exhibition that includes copies of your academic work and documentation of your project hours and final product or outcome. Students will use a one inch, three-ring binder with page protectors and dividers, to document their project.

Divider 1-Required Documents

In the following order:

Letter of Intent-Make sure letter reflects current Exhibition topic, is edited for errors, and is signed.

Project Proposal-Make sure proposal reflects current Exhibition topic, and is edited.

Transcript of Personal Interview (Questions and Answers)

Documented Essay-Paper should be a clean, unmarked copy of final draft that was submitted to University of Arizona graders, and should include cover page, outline, text, and Works Cited.

Divider 2- Documented Logs, Journals and Reflection

Documented Journals for Community Service are clearly indicated and completed in the same format as individual hours.

Logs

Logs are simply a time sheet to help students and mentors account for project hours. Student will also document their community service hours on the log sheet. The responsible parties in charge of the service can sign the log for documentation. Students can make a copy of the log provided, and fill in the appropriate information. Teachers will sign on due dates to verify they have seen correct number of completed and documented hours. Signatures are required. No initials.

Journals

As students complete an experience or activity, they will write a detailed journal entry. Journal entries are written in first person, and must be edited for content and mechanics. Students will need to complete a paragraph journal for each hour worked. 25 hours, 25 journals. If a project is done in a concentrated timeline (i.e.) a weekend clinic or event, the journal is dated accordingly, and the students will journal the hourly activity.

Journals are formal summaries that include statements or list

- ✓ the time, date, and location of the activity
- ✓ who was present and why (be specific-use proper nouns)
- ✓ what was accomplished
- ✓ an assessment of the success of the activity and/or an assessment of any setbacks, problems, challenges encountered and the student's solutions to them
- ✓ Each edited entry will be signed and dated by the mentor

Project Reflection-The reflection is a self-evaluation of a student's project. The reflection should be a double-spaced page in paragraph format that includes statements about:

Basic project information such as the date(s) of project, the location and venue of the event, who and what was involved-mentors, galleries, audiences, classrooms etc.

The student's feelings about the overall success (or failure) of the project based on the achieved result/purpose (amount of money raised, a clinic, a political meeting, recitals given, art show etc....)

A focus on the learning stretch the students accomplished-the realization of their personal/ academic strengths and weaknesses, personal and career/college connections that the project provided (I want to . . . I do not want to . . .) impact on personal or community growth, any activities the student would do differently, and any recommendations to upcoming seniors.

The student should be able to give themselves a letter grade on the project, and be able to justify their choice.

Divider 3-Paper and Photographic Evidence

Collect as much information as you can about your project. Documentation should prove you worked on and completed your project. Your paper and photographic evidence needs to include the activities from your community service.

Anything representing personal choice and opinions can add personality to your Portfolio. Be creative. Have fun. Use color to emphasize important information. Show your pride and personality in your Senior Exhibition by the contents of your Portfolio. Be creative **and** professional.

Photographs are great as evidence, but are not the only types of evidence required. Documentation can be anything verifying your presence and/or showing your work on your project. Documentation from a variety of sources is important.

Examples of paper evidence include but are not limited to:

- ✓ Letterhead/business cards from your mentor, a business or person you completed hours for, or a community service organization
- ✓ Sign in/up sheet, minutes of meetings, or a timeline of volunteer hours
- ✓ Receipts from purchases associated with project, donations (clothing, food, books) class/instructor fees, usage fees, etc.
- ✓ E-mails, letters, memos, flyers, tickets
- ✓ Pamphlets or brochures of your own creation as well as from professional organizations
- ✓ Letters of completion or letters of recommendation, certificates, etc.

All evidence needs edited captions which explain what each piece represents.

Portfolio Rubric

Divider 1-Required Documents- Section is worth 20 points.

There is a total of four (4) required documents in the following order: Letter of Intent, Project Proposal, Interview Transcript, and Documented Essay.

Award each document 4 points-4 documents present- 16 points; 3 documents present- 12 points . . . etc.
Clean, current, edited documents-4 points

Divider 2-Documented Logs, Journals and Project Reflection Section is worth 20 points.

Logs

Logs are simple time sheets used to help students and mentors account for their time. The logs should have teacher, community service representatives, and mentor signatures, with all other appropriate information filled in.

Award 20 points for complete documentation, 10 for half, 0 for 0.

Journals-Section is worth 50 points.

Journals are formal summaries of student's projects.

Award 1 point for each journal entry; 25 journals-25 points; 15 journals-15 points . . . etc.

Award 0-25 points for edited, formal summaries that include:

Dates, hours, places, people and events involved

an assessment of the success and/or setbacks, problems, challenges encountered and the student's solutions to them.

Verification from teacher, mentor or community service representatives

Project Reflection- Section is worth 20 points.

The reflection is a self-evaluation of a student's project. The reflection should be a double-spaced page in paragraph format that includes statements about:

Basic information such as the date(s) of project, the location and venue of the event, who and what was involved-mentors, galleries, audiences, classrooms etc.

The overall success (or failure) of the project based on the achieved result/purpose (amount of money raised, a clinic, a political meeting, recitals given, art show etc....)

A focus on the learning stretch the students accomplished-the realization of their personal/ academic strengths and weaknesses, personal and career/college connections that the project provided (I want to . . . I do not want to . . .) impact from personal or community benefits, any activities the student would do differently, and any recommendation to upcoming seniors.

The student should be able to give themselves a letter grade on the project, and be able to justify their choice.

Reflection is edited and fluent, and meets descriptive criteria- 18-20 points

Reflection meets descriptive criteria- 15-17 points

Reflection does not meet criteria- 1-14 points

Divider 3-Paper and Photographic Evidence- Section is worth 80 points.

Evidence needs to be a selection of paper and photographic submissions. Pictures have appropriate permission slip if required.

Award 3 points for each piece of evidence presented; 20 pieces of evidence- 60 points; 15 pieces of evidence- 45 points etc.

Award 0-20 points for edited condition- captions, variety of activities, community service, style choices

Portfolio Merit- Section is worth 10 points. Merit grade is based on evaluation of effort-academic merit of subject chosen, documentation of hours, evidence presentation, thematic effort, organization, and overall appearance. Award points accordingly:

Portfolio demonstrates academic and personal pride and effort. 9-10 points

Portfolio meets all requirements-everything is in in order and conventions meet standards. 4-8 points

Portfolio is inadequate-sections are missing or poorly done, conventions are poor, shows little pride or effort. 0-3 points

Portfolio Score Sheet

Divider 1 - Required Documents (award up to 4 points for each document)

Letter of Intent	_____ /4	
Project Proposal	_____ /4	
Interview Transcript	_____ /4	
Documented Essay	_____ /4	
Edited Condition	_____ /4	Total Points _____ /20

Divider 2 - Documented Logs, Journals and Reflection

Log (time sheet) with required signatures and appropriate information filled in.

Total Points _____ /20

Journals - Award 1 point for each journal _____ /25

Journals should incorporate summary information about:

- Dates, hours, places, people, and events
- Examples of success and/or setbacks and solutions
- Show attention to content and mechanics
- Verified by the teacher, mentor and/or community service representative

**Award 0-25 points for edited condition _____ /25

Total Points _____ /50

Reflection - Award up to 20 points. The reflection is a self-evaluation of project. Students should be able to give themselves a letter grade on project and be able to justify their choice using the descriptive criteria listed in the rubric.

Edited and fluent, and includes full descriptive criteria	18-20 points
Meets editing and descriptive criteria	15-17 points
Does not show effort in editing, nor meets criteria	1-14 points

Total Points _____ /20

Divider 3 -Paper and Photographic Evidence

Award 3 points for each piece of evidence presented _____ /60

Award 0-20 points for edited condition (captions, variety of activities, community service, style choices) _____ /20

Total Points _____ /80

Portfolio Merit - Award up to 10 points. Merit grade is based on an evaluation of effort, academic of subject chosen, evidence of hours, thematic effort, organization and overall appearance.

Demonstrates academic merit as well as personal pride and effort.	9-10 points
Meets requirements with everything in order and conventions meet standards	4-8 points
Sections missing or poorly done, conventions are poor, shows little effort	0-3 points

Total Points
_____ /10

Grand Total
_____ /200

The Presentation: General Information

There is a formal speech component to complete the Exhibition. Students will be assigned the time and location for their presentations. Special considerations such as animals, vehicles, larger objects, etc. will be noted by the English teacher and turned into the Coordinators prior to presentations.

If a recognized school activity prevents a student from being able to present at the scheduled time, the Senior Exhibition Coordinators will reschedule the presentation two (2) days before or after completion of that activity.

Laptops and projectors will be provided for use during Presentations. Students need to use an online presentation platform such as Google Docs, Prezi, or Emaze PowerPoint is also acceptable, as long as students have it in an accessible email. Students may also bring their own equipment. On the day of your presentation, arrive at the scheduled location early. If the previous student did not arrive on time, you may be moved up in the roster. Students must be prepared to begin their presentation at the scheduled time. Students who are more than 10 minutes late for their presentations will be considered no shows, and their time rescheduled or cancelled.

Delivery Tips

- Time is scored by awarding a point for each minute. Points will be docked starting at 11 minutes.
- To avoid reading your speech, memorize or organize the material into helpful notes. You may choose to use note cards or a key word outline. Include information that you want to say about your visual aid. **Merely reading your speech is not an acceptable presentation.**
- Have someone else time your presentation to see if it is too long or too short. That person can also tell you if you are speaking too rapidly, too slowly, too loudly, or too softly.
- Try to use your notes or outline as aids to remember what you want to say, but do not read word for word. Concentrate on looking at the audience as you speak rather than down at your notes.
- **Do not read your slide presentation to the judges. This is referred to as “Death by slide show”.**
- Don’t practice by silently reading the speech. Practice by saying the words aloud so you are sure of the pronunciation, the speed to use in saying the words, and the words or phrases you want to stress. Check with your teachers or mentor about the correct pronunciation of difficult words.
- Practice several times! Practice in English class is not enough. The more you practice, the better your chances of delivering a smooth presentation in front of the judges.
- Professional attire is required. You may dress thematically, as long as the outfit is reasonable and is related directly to the topic.

Visual Aids

- The required visual aid should be integrated in the presentation whenever appropriate.
- All speeches should have an accompanying slide show, but that alone is not sufficient as a visual aid. Examples of visual aids include a brochure, pamphlet, a person or persons, recordings, video, food, clothing, photographs, charts, posters, paintings/drawings, musical instruments, or any physical product you developed.
 - NHS will supply a laptop and projectors. Any accompanying slide presentation needs to be accessible by internet. Students may bring their own laptops, and are responsible for any needed adaptors.
 - The slide presentation may run during the entire speech, but any other type of audio or visual component of your presentation should be two minutes or less, and is included in the 10 minutes of your speech time.
 - Typing your speech into slides is **not** an acceptable visual aid. You must have project evidence on slides.
 - **EDIT your slide show.** Spell check is there for a reason.
 - Your English teacher will sign up students for special considerations. It is your responsibility to arrange for any other equipment for your presentation.
 - Make sure your visual aid is large enough for your judges to see and that you can easily manage it. You may need to bring something with you to the presentation (tape, tacks, an easel, etc.) to help you set up whatever you are displaying.
 - Practice your presentation with your audio or visual aid several times so that the presentation is smooth and there are no unforeseen problems when you are in front of the judges.

Speech Format

Be creative so all speeches do not sound alike. The format outlined below is a suggestion or guideline. You may do something original if you choose, as long as all the required information is addressed. Reference the rubric for guidance in creating your speech.

Introduction (about 1 minute)

- Include a creative attention-getter
- Introduce yourself to the judges
- Introduce the general topic of your exhibition with one word-The topic of my Senior Exhibition deals with. . .
- Explain why/how you chose this topic-your interest, background knowledge, social importance
- Use a transition statement that leads into the topic of your research document-I wanted to learn more about/investigate _____, so I developed my thesis to answer my questions.

Documented Essay (about 3 minutes)

- State title and thesis of your documented essay
- detailed and specific information about each section of your paper (up to 1 minute on each section of your paper) use outline to guide sections
- Introduce/thank expert/mentor and explain how your expert/mentor helped you
- Share information about the interview
- State concepts you learned about the subject
- Information you still want to learn about the subject
- Transition to project with a statement that explains the connection between paper and project

(EXPLANATION OF VISUAL AID CAN BE PLACED IN EITHER SECTION)

Project Description (about 3 minutes)

- Give an introductory statement about your project and community service hours
- Discuss your previous background knowledge about this subject
- Talk about where and when you did your project and what your total hours were
- Introduce/thank mentor and explain how your mentor helped you (if different from paper expert)
- Discuss where and when you performed your community service hours
- What was creative and challenging about the project

- What project activities you might like to continue
- Transition to Conclusion and Questions

Conclusion/ Reflection/Discovery (about 2 minutes)

- Discuss what you gained/learned in doing the paper, project, and portfolio. (this can include what you learned about yourself)
- Share the aspects of your Senior Exhibition of which you are most proud
- Explain actions you would do differently if you could do the Senior Exhibition again

Questions from the Judges: Thinking about answers ahead of time will help you be prepared. This is a list of possible questions you might be asked:

- How will you use what you have learned in the Senior Exhibition?
- How did you use community resources?
- How was information learned in the documented essay applied to the project?
- How did you finance the project?
- What did you learn that was surprising to you?
- What was difficult? What, if anything, went wrong, and what did you do to correct mistakes?
- What feelings did you experience during the Exhibition?
- What would you tell future seniors about the Exhibition?

Practice! Practice! Practice!

Presentation Rubric

Performance Elements	Deficient 1-2 Scoring Criteria	Minimal 3-4	Basic 5-6	Proficient 7-8	Advanced 9-10
Time- Point per minute	1-2 minutes	3-4 minutes	5-6 minutes	7-8 minutes	9-10 minutes
Content	Content cannot be deduced	Content is too trivial, too complex, or inappropriate for audience -content not suitable for the situation	Content is untimely or lacks originality -provides scant new information to audience	Content is appropriate to the audience and situation and provides some useful information to the audience	Content engages audience -Content is worthwhile, timely, and presents new information to the audience
Introduction	No opening technique -no credibility statements -no background on topic -no thesis, no preview of points	Irrelevant opening -little attempt to build credibility -abrupt jump into body of speech -thesis and main points can be deduced but are not explicitly stated	Attention getter is mundane -somewhat develops credibility -awkwardly composed thesis -provides little direction for audience	Good attention getter -generally establishes credibility -provides some orientation to topic -discernible thesis - previews main points	Excellent attention getter -firmly establishes credibility -sound orientation to topic - clear thesis -preview of main points cogent and memorable
Organizational pattern	No organizational pattern - no transitions - sounded as if information was randomly presented	Speech did not flow well -speech not logically organized -transitions present, but not well formed	Organizational pattern somewhat evident - main points are present but not mutually exclusive -transitions are present but are minimally effective	Organizational pattern is evident -main points are apparent -transitions present between main points -some use of signposts	Very well organized -main points clear, mutually exclusive and directly related to thesis - effective transitions and signposts

Performance Elements	Deficient 1-2 Scoring Criteria	Minimal 3-4	Basic 5-6	Proficient 7-8	Advanced 9-10
Word Choice	Many errors in grammar and syntax -extensive use of jargon, slang, sexist/racist terms or mispronunciations	Grammar and syntax need to be improved, so does level of language sophistication -occasionally biased	Language selection adequate -some errors in grammar -language at times misused (e.g. jargon, slang, awkward structure)	Language appropriate to the goals of the presentation -no conspicuous errors in grammar -no evidence of bias	Demonstrates a careful choice of words -language is exceptionally clear, imaginative, and vivid - completely free from bias, grammar errors, and inappropriate usage
Professional Demeanor	Speaker looks down and avoids eye contact -nervous gestures and nonverbal behaviors distract from or contradict the message -appearance is unprofessional	Speaker relies heavily on notes - nonverbal expression stiff and unnatural -appearance shows minimal effort, is too casual	Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms -appearance is acceptable	Postures, gestures and facial expressions are suitable for speech, speaker appears confident -appearance is professional	Posture, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence -appearance is professional
Delivery	Speaks inaudibly, enunciates poorly -speaks in monotone - poor pacing -distracts listeners with fillers	Sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear -often uses fillers	Demonstrates some vocal variation enunciates clearly and speaks audibly -generally avoids fillers (e.g. um, uh, like)	Good vocal variation and pace; vocal expression suited to assignment - few if any fillers	Excellent use of vocal variation, intensity and pacing -vocal expression natural and enthusiastic -avoids fillers

Performance Elements	Deficient 1-2 Scoring Criteria	Minimal 3-4	Basic 5-6	Proficient 7-8	Advanced 9-10
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Visual Aid	Use of the visual aids distracted from the speech - visual aids not relevant -visual aids poor professional quality	Speaker did not seem well practiced with visuals - visuals not fully explained -quality of visuals needs improvement	Visual aids were generally well displayed and explained -minor errors present in visuals	Visual aids well presented - use of visual aids enhances understanding -visual aids good quality	Exceptional explanation and presentation of visual aids - visuals provide powerful insight into speech topic - visual aids of high professional quality
Conclusion	No conclusion -speech ends abruptly and without closure	Conclusion lacks clarity -trails off -ends in a tone at odds with the rest of the speech	Provides some summary of points -no clear reference back to thesis -closing technique can be strengthened	Appropriate summary of points -some reference back to thesis -clear clincher or call to action	Provides a clear and memorable summary of points -refers back to thesis - ends with strong clincher or call to action
Question/answer (Not included in Time)	Unable to answer questions -answered what questions they could with little poise and confidence -could not or refused to answer questions	Displays limited understanding of Exhibition topic -unable to answer questions accurately	Displays understanding of Exhibition topic, -able to answer most questions accurately	Displays strong knowledge on Exhibition topic -able to answer all questions accurately with confidence	Displays high degree of expertise on Exhibition topic -Student is able to answer all questions unhesitatingly, completely, and accurately with poise and confidence

Presentation Score Sheet

Time:

- _____ minutes _____ seconds

- Award 1 point per minute for a maximum of 10 points.
- Begin docking 1 point per minute after 11 minutes.

Content:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Introduction:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Organizational Pattern:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Word Choice:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Professional Demeanor:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Delivery:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Visual Aid:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Conclusion:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Question and Answer:

Deficient	Minimal	Basic	Proficient	Advanced
1-2	3-4	5-6	7-8	9-10

Total _____/100

Presentation Room Check

Student _____

English Teacher _____ p _____

Room Assignment: _____ Host Teacher: _____ Time: _____

School Laptop? Yes/No

Compatible with devices/ on- line programs? Yes/No

Bringing personal computer? Yes/No Charger compatible? Yes/No

Projector work with laptop? Yes/ No

Speakers-not all host rooms are provided speakers- students may need to supply their own if needed

Adequate room for items or displays? Yes/No

Student checked/confirmed equipment working.

Host teacher _____ date _____

Project Hours-Logs

#	Date	Activity	Hours Worked	Hours Total	Mentor Signature	Teacher Signature
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

Project Hours-Logs

#	Date	Activity	Hours Worked	Hours Total	Mentor Signature	Teacher Signature
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						

Student _____

Teacher _____ p _____

Consent Form

Nogales High School Senior Exhibition Committee requires seniors to consider safety when selecting their project. Topics and projects are approved when the Senior Exhibition Committee determines that project activities are legal, safe, and within school rules.

Please complete the form neatly in ink, or typed.

Title of NHS Senior Exhibition:

Documented Essay Thesis or Question:

Description of Project and Community Service Hours:

Depending on project, ALL 25 hours may be counted as Community Service

Minimum of five (5) community service hours required-connection to paper/project is highly recommended.

Connection to Documented Essay:

Student _____

Teacher _____ p. _____

Consent Form

Parent Information

As a parent/guardian of a senior at Nogales High School, I am aware that my son/daughter must complete and pass all of the components of the Senior Exhibition (documented essay, the project/portfolio, and the presentation) in order to graduate. He/She has my permission to complete this project, and I agree to release Nogales High School, Nogales Unified School District #1, and its employees from any and all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the Senior Exhibition.

Parent/Guardian (please print)

_____ Date _____

Mailing Address: _____

Business Address: _____

Phone Numbers: Work: _____ Home: _____ Cell: _____

Email: _____

Parent/Guardian Signature:

Consent Form

Mentor Information:

As a Project Mentor, I acknowledge that the student is completing his/her hours under my supervision/instruction. My signature indicates my approval of the project, agreement to assist the student, and confirm documented hours by reading and signing completed logs, journal entries, and verification forms.

Name: _____

Mailing Address: _____

Business Address: _____

Phone Numbers: Work: _____ Home: _____ Cell: _____

Email: _____

Mentor's Signature: _____

Student Information

I also want to be proud of my graduation, so I promise to achieve that goal honestly. I know that plagiarizing is stealing another person's work without giving that person credit. I will not plagiarize. All the sources used in my Senior Exhibition will be available for my teachers whenever they are requested, and I understand my paper will be electronically submitted to check for accuracy of sources. I understand that verification of my project hours is also required. Any deceit or fraudulent acts committed during the completion of my project can jeopardize my graduation. I have read all the rules and deadlines for the Senior Exhibition, and I agree to follow them. As a Nogales High School Senior, I recognize my responsibilities for completing the NHS Senior Exhibition, and understand all the guidelines.

Student signature _____ date _____

English teachers advise the student as to the appropriateness of a topic or project and have the right to reject any project which they deem inappropriate or not a "learning-stretch." The signature below indicates approval of appropriate topic for the Senior Exhibition.

English Teacher _____ date _____