

**Nogales High School  
Senior Exhibition**



**2019-2020**

**Student Manual**

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## Introduction

Congratulations! You are now a senior and provided that you pass your classes and meet all the requirements for Senior Exhibition, you will graduate in May of 2020.

- ✓ The Senior Exhibition is a yearlong project that includes a documented augmentative essay, 25 documented hours (20 project hours and 5 community service 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, creative, and encourage an academic attitude.
- ✓ English teachers have the right and duty to make sure your Senior Exhibition is academically challenging, creative, and provide a “learning stretch” as well as be safe and legal.



## Senior Exhibition Due Dates

**Monday, August 26, 2019**

**Letter of Intent due**

**Monday, September 16, 2019**

**Project Proposal due**

**Friday, September 27, 2019**

**Draft of Mentor Interview Questions due** (10 Minimum)

**Completed Instructor Consent Form due** (English IV Teacher signature required)

First Quarter Ends: October 11

Fall Break: October 14-18

**Friday, October 25, 2019**

**Completed Mentor Interview Transcript due** (Typed, questions/answers)

**Completed Consent Forms due** (Mentor, Parent/Guardian, Student signatures required)

**Friday, November 1, 2019**

**Five (5) hours due:** 5 pieces of picture/paper evidence, Logs completed and signed by Mentor or Community Service representative, typed and edited Journals, signed and verified by English IV instructors.

**5 hours total**

**Tuesday, November 12, 2019**

**First draft of documented essay due:** Cover page, outline, text, and Works Cited (using MLA format)

**Friday, December 6, 2019**

**Second draft of documented essay due:** Cover page, outline, text, and Works Cited.

Text must be submitted electronically to: <http://www.turnitin.com>.

**Friday, December 13, 2019**

**Five (5) hours due:** 5 pieces picture/paper evidence, Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors

**10 hours total**

Final Exams: December 16-20

End of 1<sup>st</sup> Semester: December 20

## Senior Exhibition Due Dates

### **Friday, January 17, 2020**

**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 graders.

### **Monday, January 27, 2020**

**Five (5) hours due:** 5 pieces picture/paper evidence, Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors

**15 hours total**

### **Monday, February 24, 2020**

**Five (5) hours due:** 5 pieces picture/paper evidence, Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors

**20 hours total**

Spring Break: March 9-13

### **Friday, March 20, 2020**

**Five (5) hours due:** 5 pieces picture/paper evidence, Logs completed and signed by mentor or community service representative, typed and edited journals, signed and verified by English IV instructors

**25 hours total**

### **Monday, March 23, 2020**

**Portfolios Due**

### **Friday, May 1, 2020**

**Senior Presentations- Early Release**

## Senior Exhibition General Guidelines

The Senior Exhibition includes the following:

- ✓ 1,500-2,000 word documented essay
- ✓ 25 Documented and productive hours
  - 20 Project hours connected to paper
  - 5 Community service hours
- ✓ 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, 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 fails any portion of the Exhibition, he/she will not graduate in May. The student will be required to enroll in English IV during summer school to work on passing that specific portion in order to receive his/her diploma.

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. Select a mentor who has extensive experience in the project area and can provide guidance in completing the paper and project. Family members may be mentors provided they are experts in the subject of the project. Mentors need to be 21 or 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 19.

### **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 total of twenty five (25) hours. Twenty (20) hours that are used to produce, create, make, or learn something; and results in a tangible product that is strongly connected with the topic of the documented essay. Five (5) community service hours must be completed at a community organization or school district and approved by English teacher. Connecting community service to project and essay is encouraged, but not required.

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. Students will need to clearly document their project hours with signed logs, written journals, paper evidence, and photographic evidence. 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, counselors, 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 also request further details in writing about the Exhibition or may request the student meet with the Committee to appeal a rejected topic. 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 where to complete the five (5) community service hours. No matter what a student chooses, they will need to clearly document their community service hours with signed logs, written journals, paper evidence, and photographic evidence. Community service hours must be approved and verified by English teacher.

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 *www.scouting.org*

Boys and Girls Club *www.bgca.org*

Carondelet Holy Cross Hospital (520) 285-3000 [www.carondelet.org](http://www.carondelet.org)  
Cities of Nogales, Rio Rico, Patagonia, or Sonoita  
Crossroads Nogales Mission 520-287-5828 [www.valleypresbyterian.net](http://www.valleypresbyterian.net)  
Goodwill [www.goodwill.org](http://www.goodwill.org)  
Holy Cross Senior Center  
International organizations  
National Forest/Park Service [www.fs.fed.us](http://www.fs.fed.us) [www.nps.gov/index.htm](http://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 [www.communityfoodbank.com](http://www.communityfoodbank.com)  
Nogales Unified School District  
Police/Fire Departments  
Rec Center  
Red Cross [www.redcross.org](http://www.redcross.org)  
Salvation Army [www.salvationarmy.org](http://www.salvationarmy.org)  
Santa Cruz Council on Aging – (520)-287-7422  
Santa Cruz Humane Society/Animal Clinic 520-287-5654 [www.santacruzhumanesociety.org](http://www.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 [www.rmhctucson.org](http://www.rmhctucson.org)  
The Leukemia & Lymphoma Society [www.lls.org/waystohelp/volunteer/](http://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.

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 you will complete the twenty (20) project hours and how the five (5) community service hours will be conducted.

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.

**Do not** forget to sign the letter and print at least two copies. Save several copies as well.

An example of the basic letter can be found on the next page. 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 and local landscaper 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*

Martin Gonzales

CC: Name of English Teacher

## **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, etc.

#### **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.



## **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 2019, and finish in the early spring of 2020. 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 high school botany teacher and local landscaper, will be my mentor. I will ask her for assistance and recommendations on plant selections, 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 Ms. Jackson
- ✓ 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 2019

- ✓ 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 Ms. Jackson to finalize drawings

#### September 2019

- ✓ Start labor/prep
- ✓ Schedule plans with homeowner
- ✓ Project Proposal due September 16, 2019
- ✓ Draft of interview questions due September 27, 2019

### October 2019

- ✓ Completed interview transcript and Consent Forms due October 25, 2019
- ✓ Submit designs for approval and ask for permission to take pictures
- ✓ Start labor/prep and meet with Ms. Jackson to begin design plan

Fall Break October 14-18, 2019

### November 2019

- ✓ **Five (5) Project Hours due November 1, 2019 (documented, 5 confirmed)**
- ✓ Finalize design
- ✓ Continue landscaping labor

### December 2019

- ✓ **Five (5) Project Hours due December 13, 2019 (documented, 10 confirmed)**
- ✓ Contact Holy Cross set up meeting details
- ✓ Ask for permission to take pictures

Christmas Break December 21, 2019 -January 5, 2020

### January 2020

- ✓ **Five (5) Community Service Hours Due January 27, 2020 (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
- ✓ Finish landscaping at Holy Cross and take pictures of completed work

### February 2020

- ✓ **Five (5) Project Hours due February 24, 2020 (documented, 20 confirmed)**
- ✓ Continue landscaping labor
- ✓ Meet with homeowner to discuss last design

Spring Break March 9-13, 2020

### March 2020

- ✓ **Five (5) hours due March 20, 2020 (documented, 25 confirmed)**
- ✓ Finish details for homeowner
- ✓ Do last yard clean up and present information to home owner
- ✓ Complete and organize documentation
- ✓ **Portfolios Due March 23, 2020**

### **Human and Physical Resources**

Home Owners

Holy Cross Senior Center Grounds/Maintenance Manager

Ms. Jackson and some of her 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

## Sample Interview Questions

1. What is your current title/position?
2. How did you become interested in this area? How long have you worked in this field?
3. What other positions have you held?
4. Where did you receive training and/or education? How long did that take?
5. What was easy or difficult about your training/education?
6. Do you have to update or renew your license/certification/degrees?
7. Can you define\_\_\_\_\_?
8. What are the causes of\_\_\_\_\_? What are the effects of\_\_\_\_\_?
9. What are the advantages and disadvantages about\_\_\_\_\_?
10. Are there specific guidelines for \_\_\_\_\_?
11. Are there any current legal or major controversial issues associated with this area?
12. What would you say is a good personality type for this area?
13. What qualities do you look for? What advice would you share with someone who is interested in entering this career field?
14. Where could I find published information (books, websites, etc.) on this topic?
15. What is most important for me to know about this?
16. Am I missing anything and/or what other areas should I investigate?
17. Is there anyone else you suggest I interview? When/How/Where could I get together with you for clarification /more information?



## 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>)

Use size 12 point, Times New Roman font style. Documented text is double-spaced.

For topic selection, specific academic aspects of careers and sports are allowed. Students in Honors or AP classes may choose to write an **argumentative** literary analysis for their documented essay that must be approved by English instructor. 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 Works 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. Students are still required to complete the Exhibition requirements in order to graduate.

**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. **The 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 two working drafts before the final draft is due.**

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

## MLA Guide

The Modern Language Association (MLA) style specifies a standard format for essays and research papers written in an academic setting. MLA has turned to a style of documentation that is based on a general method that may be applied to every possible source and to many different types of writing. 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 7<sup>th</sup> edition are appropriate for the documented essay requirements. Your English IV instructor will give instructions specific to his/her 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 is 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 work 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 Works 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.

#### **Example:**

Camacho Liu, Michelle. "Trends in Latino College Access and Success." *Ncsl.org*. National Conference of State Legislatures, July 2017. Web. 20 September 2018.



**Example of Cover Page**

Title of Documented Essay

Graphic (optional)

Student Name

Teacher Name

English IV

Date

Word Count: \_\_\_\_\_

*Turnitin.com* Score: \_\_\_\_\_

## **Example of Outline**

### Hispanics in Higher Education

Thesis: The decrease in the number of Hispanics obtaining a college degree can be attributed to the numerous obstacles these students must overcome, their limited knowledge regarding higher education institutions, and to lack of parental involvement.

- I. Hispanic Background and Obstacles
  - A. Background on Hispanic population compared to other ethnicities
  - B. National statistics about dropout rate and degree attainment
  - C. Underperforming scores on college entrance exams
  - D. Counterclaim: Many argue that college enrollment rates for Hispanics in America have increased; although the enrollment has increased, that does not mean that students are completing college and actually attaining a degree.
  
- II. Limited Knowledge on Higher Education
  - A. Transfer rates from community college to university
  - B. Financial aid that is available to Hispanic students
  - C. Lack of resources available to students based on where they live
  - D. Counterclaim: Some may argue that the language barrier is challenging for students and parents; however, it is not impossible to find translators if students have self-drive and determination.
  
- III. Lack of Parental Involvement
  - A. Description of first-generation students
  - B. Effects of parental involvement in a child's education
  - C. The impact of socioeconomic status on parental involvement
  - D. Counterclaim: Hispanics do not further their education because they are usually first-generation students and do not know how to get to college; yet, many schools provide guidance counselors, college coaches, and additional resources to assist students with questions or doubts they may have.

Conclusion: Overcoming challenges, educating communities about higher education institutions, and encouraging more parental involvement can help increase degree attainment rates among Hispanics in the United States.

## Example of Works Cited

Sanchez 6

### Works Cited

- “A Review of Latino First Generation College Students.” *Hacu.net*. Hispanic Association of Colleges and Universities, July 2016. Web. 2 October 2017.
- Camacho Liu, Michelle. “Trends in Latino College Access and Success.” *Ncsl.org*. National Conference of State Legislatures, July 2015. Web. 20 September 2017.
- “Degree Attainment.” *Pnpi.org*. The Postsecondary National Policy Institute, December 2016. Web. 2 October 2017.
- “Education and Socioeconomic Status.” *Apa.org*. American Psychological Association, n.d. Web. 2 October 2017.
- Fink, John and Jenkins, Davis. “What We Know About Transfer.” *Ccrc.tc.columbia.edu*. Columbia University, Teachers College, Community College Research Center, n.d. Web. 25 September 2017.
- Fragoso, Zulema. Personal Interview. 6 October 2017.
- Hoxby, Caroline. “The Power of Peers.” *Educationnext.org*. Education Next, n.d. Web. 23 September 2017.
- “Low Hispanic Graduation Rates Threaten U.S. Attainment Goals.” *Gatesfoundation.org*. Bill and Melinda Gates Foundation, n.d. Web. 24 September 2017.
- Martinez, Sylvia and Ownes, Ann, et al. “6 Barrier to Educational Opportunities for Hispanics in the United States.” *Ncbi.nlm.nih.gov*. National Academy of Sciences, n.d. Web. 24 September 2017.



## 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	Highly Proficient-4	Proficient-3	Partially Proficient-2	Minimally Proficient-1
<b>Purpose, Focus, and Organization</b>	<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.</p> <p><b>The response includes most of the following:</b></p> <ul style="list-style-type: none"> <li>-Strongly maintained claim with little or no loosely related material</li> <li>-Clearly addressed alternate or opposing claims</li> <li>-Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>-Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>-Appropriate style and tone established and maintained</li> </ul>	<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.</p> <p><b>The response includes most of the following:</b></p> <ul style="list-style-type: none"> <li>-Maintained claim, though some loosely related material may be present</li> <li>-Alternate or opposing claims included but may not be completely addressed</li> <li>-Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>-Adequate progression of ideas from beginning to end with a proficient introduction and conclusion</li> <li>-Appropriate style and tone established</li> </ul>	<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.</p> <p><b>The response includes most of the following:</b></p> <ul style="list-style-type: none"> <li>-Focused claim but insufficiently sustained or unclear</li> <li>-Insufficiently addressed alternate or opposing claims</li> <li>-Inconsistent use of transitional strategies with little variety</li> <li>-Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<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.</p> <p><b>The response includes most of the following:</b></p> <ul style="list-style-type: none"> <li>-Absent, confusing or ambiguous claim</li> <li>-Missing alternate or opposing claims</li> <li>-Few or no transitional strategies</li> <li>-Frequent extraneous ideas that impede understanding</li> <li>-Too brief to demonstrate knowledge of focus or organization</li> </ul>

## Argumentative Essay Writing Rubric

Score	Highly Proficient-4	Proficient-3	Partially Proficient-2	Minimally Proficient-1
<b>Evidence and Elaboration</b>	<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.</p> <p><b>The response includes most of the following:</b></p> <ul style="list-style-type: none"> <li>- Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>-Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text</li> <li>-Clear and effective expression of ideas, using precise language</li> <li>-Academic and domain specific vocabulary clearly appropriate for the audience and purpose</li> <li>-Varied sentence structure, demonstrating language facility</li> </ul>	<p>The response provides adequate support, citing evidence for the writer’s claim that includes the use of sources, facts, and details.</p> <p><b>The response includes most of the following:</b></p> <ul style="list-style-type: none"> <li>-Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>-Adequate use of some elaborative techniques</li> <li>-Adequate expression ideas, employing a mix of precise and general language</li> <li>-Domain specific vocabulary generally appropriate for the audience and purpose</li> <li>-Some variation in sentence structure</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial use of sources, facts, and details.</p> <p><b>The response includes most of the following:</b></p> <ul style="list-style-type: none"> <li>-Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>-Repetitive or ineffective use of elaborative techniques</li> <li>-Imprecise or simplistic expression of ideas</li> <li>-Some use of inappropriate domain specific vocabulary</li> <li>-Most sentences limited to simple constructions</li> </ul>	<p>The response provides minimal support/evidence for the writer’s claim including little, if any, use of sources, facts, and details.</p> <p><b>The response includes most of the following:</b></p> <ul style="list-style-type: none"> <li>-Minimal, absent, erroneous, or irrelevant evidence or citations from the source materials</li> <li>-Expression of ideas that is vague, unclear, or confusing</li> <li>-Limited and often inappropriate language or domain specific vocabulary</li> <li>-Sentences limited to simple constructions</li> </ul>

Score	Proficient- 2	Minimally Proficient- 1
<b>Conventions</b>	<p>The response demonstrates an adequate command of basic conventions.</p> <p><b>The response may include the following:</b></p> <ul style="list-style-type: none"> <li>-Some minor errors in usage but no pattern of errors</li> <li>-Adequate use of punctuation, capitalization, sentence formation and spelling</li> </ul>	<p>The response demonstrates partial command of basic conventions.</p> <p><b>The response may include the following:</b></p> <ul style="list-style-type: none"> <li>-Various errors in usage</li> <li>-Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>

<https://www.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 (on 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
- \_\_\_\_\_ Thesis is easily located as the last sentence of introduction

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 quotations from multiple sources
- \_\_\_\_\_ **3 direct quotes from mentor interview**
- \_\_\_\_\_ Prior attribution
- \_\_\_\_\_ Paraphrasing of documentation

Text has:

- \_\_\_\_\_ **3 Counterclaims with short response**
- \_\_\_\_\_ 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 Logs and 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. **Journal entries require the following heading information:**

**Journal Number**

**Date**

**Time (am/pm)**

**Location (addresses)**

**Hours Completed**

**Total Hours**

Journals are formal summaries that include:

- ✓ Details 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 and professional. Use color to emphasize important information. Show your pride and personality in your Senior Exhibition by the contents of your Portfolio.

Photographs are great as evidence. You should appear in the photographs to help prove your work. Make sure to get the photos developed. Photographs are not the only types of evidence required. Paper evidence can be anything verifying your presence and/or showing your work on your project. Paper evidence 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, visitor passes, 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 thank you letters, 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.

Edited Condition: Clean, current, edited documents = 4 points

### **Divider 2- Documented Logs, Journals and Project Reflection**

#### **Logs- Section is worth 20 points.**

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 projects. Award up to 2 points per journal.

Journals should include a formatted header, and incorporate summary information about:

- Places, people, and events included for that hour(s)
- Examples of successes and/or setbacks and solutions
- Shows attention to content and mechanics
- Verified by the teacher, mentor and/or community service representative

Heading example:

Journal Number

Date

Time: am/pm

Location: addresses

Hours Completed

Total Hours

#### **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...), personal impact, benefits for the community, etc.

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

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

Reflection meets editing and descriptive criteria: 15-17 points

Reflection does not show effort in editing, nor meets criteria: 1-14 points

### **Divider 3- Paper and Photographic Evidence- Section is worth 70 points**

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

Award 2 points for each piece of evidence presented;

25 pieces of evidence = 50 points; 15 pieces of evidence = 30 points etc.

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

**Portfolio Merit- Section is worth 20 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 = 18-20 points

Portfolio meets all requirements-everything is in in order and conventions meet standards. 15-17 points

Portfolio is inadequate-sections are missing or poorly done, conventions are poor, shows little pride or effort = 1-14 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** are formal summaries of student's projects. Award 2 points per journal.

Journals should include a formatted header and incorporate summary information about:

Places, people, and events included for that hour(s)

Examples of successes and/or setbacks and solutions

Shows attention to content and mechanics

Verified by the teacher, mentor, and/or community service representative

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 2 points for each piece of evidence presented \_\_\_\_\_/50

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

Total Points \_\_\_\_\_/70

**Portfolio Merit** - Award up to 20 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 18-20 points

Meets requirements with everything in order and conventions meet standards 15-17 points

Sections missing or poorly done, conventions are poor, shows little effort 1-14 points

Total Points \_\_\_\_\_/20

**Total Points \_\_\_\_\_/200**



## 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, self-made 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

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. The topic of my Senior Exhibition deals with. . .
- Explain why/how you chose this topic-your interest, background knowledge, social importance
- Introduce/thank mentor and explain how your mentor helped you
- 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
- 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
- Discuss your previous background knowledge about this subject
- Talk about where and when you did your project and how hours were completed
- What was creative and challenging about the project
- Provide details about community service hours
- Transition to Conclusion

**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)
- What project or community service activities you might like to continue
- 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
- Transition to questions

**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

<b>Performance Elements</b>	<b>Deficient 1-2</b>	<b>Minimal 3-4</b>	<b>Basic 5-6</b>	<b>Proficient 7-8</b>	<b>Advanced 9-10</b>
<b>Time: 1 point per minute</b>	1-2 minutes	3-4 minutes	5-6 minutes	7-8 minutes	9-10 minutes
<b>Introduction</b>	-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 the topic -Evident thesis -Previews main points	-Excellent attention getter -Firmly establishes credibility -Sound orientation to topic -Clear thesis -Preview of main points strong and memorable
<b>Professional Demeanor</b>	-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 suitable for speech, speaker appears confident -Appearance is professional	-Posture, gestures, facial expression and eye contact well developed, natural and displays high levels of poise and confidence -Appearance is professional
<b>Content</b>	-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 limited new information to audience	-Content is appropriate to the audience and situation -Provides some useful information to audience	-Content engages audience -Content is worthwhile and timely -Presents new information to audience
<b>Organizational Pattern</b>	-No organizational pattern -No main points -No transitions -Sounded as if information was presented randomly	-Organizational pattern is confusing -Main points are difficult to identify -Transitions present, but not well formed	-Organizational pattern somewhat evident -Main points are present but unclear -Transitions are present but are minimally effective	-Organizational pattern is evident -Main points are present and somewhat clear -Transitions present between main points	-Organizational pattern is exceptional -Main points are clear and effective -Transitions are smooth and effective

### Performance Rubric

<b>Performance Elements</b>	<b>Deficient 1-2</b>	<b>Minimal 3-4</b>	<b>Basic 5-6</b>	<b>Proficient 7-8</b>	<b>Advanced 9-10</b>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>-Improper use of language, syntax, and grammar</li> <li>-Inappropriate use of language distracts the audience</li> <li>- No use of academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Numerous errors in language, syntax, and grammar</li> <li>-Language somewhat inappropriate and distracting</li> <li>-Limited use of academic vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>-Some errors in language, syntax, and grammar</li> <li>-Language is somewhat appropriate but not vivid or precise</li> <li>-Uses only basic academic vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>-Proper use of language, syntax, and grammar</li> <li>-Language is appropriate and precise</li> <li>-Appropriate use of academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Effective use of language, syntax, and grammar</li> <li>-Language is appropriate, exceptionally clear, imaginative, and vivid</li> <li>-Excellent use of academic vocabulary</li> </ul>
<b>Visual Aid</b>	<ul style="list-style-type: none"> <li>-No use of visual aid</li> <li>-Visual aid not relevant</li> <li>-Visual aid lacked effort and professional quality</li> </ul>	<ul style="list-style-type: none"> <li>-Visual aid demonstrates no creativity or clarity</li> <li>-Visual aid not fully explained or displayed</li> <li>-Visual aid is of poor quality</li> </ul>	<ul style="list-style-type: none"> <li>-Visual aid has limited creativity or clarity</li> <li>-Limited explanation or display of visual aid</li> <li>-Minor errors present on visual aid</li> <li>-Visual aid is of acceptable quality but needs improvement</li> </ul>	<ul style="list-style-type: none"> <li>-Visual aid is reasonably creative and clear</li> <li>-Visual aid is generally well displayed and explained</li> <li>-Use of visual aid enhances understanding</li> <li>-Visual aid is of good quality</li> </ul>	<ul style="list-style-type: none"> <li>-Visual aid is exceptionally creative and clear</li> <li>-Excellent explanation and presentation of visual aid</li> <li>-Visual aid provides powerful insight into speech topic</li> <li>-Visual aid is of high professional quality</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>-Speaks inaudibly, unclear, and enunciates poorly</li> <li>-Speaks in monotone</li> <li>-Poor pacing</li> <li>-Distracts listeners with fillers (e.g. um, uh, like)</li> </ul>	<ul style="list-style-type: none"> <li>-Sometimes uses voice too weak, or indistinct articulation for listeners to hear comfortably</li> <li>-Often uses fillers</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates some vocal variation, enunciates somewhat clear, and speaks audibly</li> <li>-Generally avoids fillers</li> </ul>	<ul style="list-style-type: none"> <li>-Uses good vocal variation, enunciates clearly, speaks audibly and with adequate pace</li> <li>-Few, if any, fillers are present</li> </ul>	<ul style="list-style-type: none"> <li>-Excellent use of vocal variation, enunciation, intensity, and pacing</li> <li>-Avoids fillers</li> </ul>

## Performance Rubric

<b>Performance Elements</b>	<b>Deficient 1-2</b>	<b>Minimal 3-4</b>	<b>Basic 5-6</b>	<b>Proficient 7-8</b>	<b>Advanced 9-10</b>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>-No conclusion</li> <li>-No summary of points</li> <li>-Speech ends abruptly and without closure</li> </ul>	<ul style="list-style-type: none"> <li>-Conclusion lacks clarity</li> <li>-No summary of points</li> <li>-Missing clincher or call to action</li> </ul>	<ul style="list-style-type: none"> <li>-Conclusion needed additional development</li> <li>-Provides some summary of points</li> <li>-Unclear clincher or call to action</li> </ul>	<ul style="list-style-type: none"> <li>-Provides satisfying conclusion</li> <li>-Appropriate summary of points</li> <li>-Clear clincher or call to action</li> </ul>	<ul style="list-style-type: none"> <li>-Provides a clear and memorable conclusion</li> <li>-Exceptional summary of points</li> <li>-Ends with a strong clincher or call to action</li> </ul>
<b>Question/Answer (Not included in Time)</b>	<ul style="list-style-type: none"> <li>-Unable to answer questions</li> <li>-Answered what questions they could with little poise or confidence</li> <li>-Could not or refused to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>-Displays limited understanding of Exhibition topic</li> <li>-Unable to answer questions accurately</li> </ul>	<ul style="list-style-type: none"> <li>-Displays understanding of Exhibition topic</li> <li>-Able to answer most questions accurately</li> </ul>	<ul style="list-style-type: none"> <li>-Displays strong knowledge on Exhibition topic</li> <li>-Able to answer all questions accurately with confidence</li> </ul>	<ul style="list-style-type: none"> <li>-Displays high degree of expertise on Exhibition topic</li> <li>-Student is able to answer all questions completely, without hesitation, with poise and confidence</li> </ul>



## 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.

\_\_\_\_\_

**Introduction:**

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

\_\_\_\_\_

**Content:**

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

\_\_\_\_\_

**Visual Aid:**

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

\_\_\_\_\_

**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 \_\_\_\_\_ Class Period: \_\_\_\_\_

Room Assignment: \_\_\_\_\_ Time: \_\_\_\_\_

Host Teacher: \_\_\_\_\_

School Laptop? Yes/No

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

Bringing personal computer? Yes/No If yes, charger compatible? Yes/No

Projector works with laptop? Yes/ No

Speakers: Yes/ No

\*\*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 Yes/No

Host Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_



### Documented Logs

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

**Documented Logs**

#	Date	Activity	Hours Worked	Hours Total	Mentor Signature	Teacher Signature
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						

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

English IV Instructor: \_\_\_\_\_

**Consent Form: Exhibition Information and Instructor Signature**

Nogales High School Senior Exhibition Committee requires seniors to consider safety when selecting their project. Topics and projects are approved when the English IV Instructors and/or the Senior Exhibition Committee determines that project activities are legal, safe, within school rules, and will meet requirements. Please complete the form neatly in ink or typed.

Overall Title of NHS Senior Exhibition: \_\_\_\_\_

Documented Essay **Argumentative** Thesis Statement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Hours:**

The project section of the Exhibition consists of completing a total of twenty five (25) hours. Twenty (20) hours that are used to produce, create, make, or learn something; and results in a tangible product that is strongly connected with the topic of the documented essay. Five (5) community service hours must be completed at a community organization or school district and approved by English teacher. Connecting community service to project and essay is encouraged, but not required.

Description of **Twenty** Project Hours: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Connection of Project Hours to Documented Essay: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Description of **Five** Community Service Hours:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The signature below indicates approval of appropriate project for the Senior Exhibition.

English IV Teacher: \_\_\_\_\_

Date: \_\_\_\_\_



## Consent Form: Parent/Guardian Signature

### Parent/Guardian 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.

Student Name: \_\_\_\_\_ English IV Instructor: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Business Address: \_\_\_\_\_

Phone Numbers: Work: \_\_\_\_\_ Home: \_\_\_\_\_ Cell: \_\_\_\_\_

Email: \_\_\_\_\_

**Parent/Guardian Signature:**

\_\_\_\_\_ Date: \_\_\_\_\_

## Consent Form: Mentor and Student Signature

### 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.

\*English teachers advise the student as to the appropriateness of a topic or project.

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Business Address: \_\_\_\_\_

Phone Numbers: Work: \_\_\_\_\_ Home: \_\_\_\_\_ Cell: \_\_\_\_\_

Email: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 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 Name: \_\_\_\_\_ English IV Instructor: \_\_\_\_\_

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