MENTOR EVALUATION OF PHYSICAL PRODUCT

This form should be completed by the mentor who can verify the student's work throughout the product process. The mentor may send this form to the English teacher by the student or mail it to the senior's school c/o Graduation Project Coordinator.

Student's Name: _____Mentor's Name: _____

Mentor's Telephone # : _____ Mentor's Email: _____

1. Please describe which aspects of the student's product you have witnessed in progress.

2. How many hours can you verify that the student has worked on the product? _____

3. Describe your role as the student completed his or her product.

4. Describe any growth in attitude or skills you observed as the student completed the product.

5. Describe what you felt was the best moment for the student in the completion of the product.

CRITERIA	OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT EVIDENT
Demonstration of background research					
Evidence of learning stretch					
Commitment to completion					
Evidence of responsibility					
Goal of excellence					
Demonstration of mature behavior					
Management of time					

Mentor's Signature: **(No initials, please)** _____

SPECIAL SITUATIONS FOR PRODUCTS

BUSINESS PLAN

If your Graduation Project is creating a business and a business plan, you must include the following items in this plan. These are the minimum requirements.

1. Title page
2. Contents
3. Location (and explanation)
4. Mission Statement
5. Executive Summary (the company, the company's mission, the company's products and services, the company's marketing and sales strategy, the competition, the target market)
6. Layout
7. The Competition (Give names of those establishments and to whom they cater.)
8. Target Market (market description, market size and trends, target customers, market readiness)
9. Personal goals
10. Business goals (longevity, finance)
11. Management/Personnel (include salary)
12. Standards (service, facilities)
13. Accounts to be opened and miscellaneous to-do list (phone service, sales tax permit, IRS tax number, social security forms, etc.)
14. Itemized Monthly Cash Flow Projection for years 1, 2, 3
15. Chart for each of the first three years showing overhead and profit
16. Personal Financial Statement (annual expenses, assets, annual income)

COACHING

-Must have a clearly defined audience to coach; a specific team or group must be identified.

-Must have a notebook/folder of specific techniques or drills for different groups to work on. These plans need to explain in detail how each session will improve the person's or team's performance. There needs to be pre and post standard of measurement. This can be done by measuring timings, counting completed tasks, or submitting a video of improved performance.

-There must be an obvious LEARNING STRETCH; going from player to coach is not a sufficient learning stretch. You need to coach in areas in which you are not familiar. For example if you are an offensive player, then you need to learn defensive techniques or drills and demonstrate your teaching of these areas. This includes coaching an age group other than high school.

TEACHING A CLASS

Do not think that teaching a class is the easy way out. On the contrary, it takes a lot of planning to have an interesting lesson. You should also design activities that utilize the learned material, and there should be some type of assessment at the end. (Students love games and prizes!) Also, you should start almost immediately on this because you have to fit the lesson into the context of the teacher's class, do the lesson plan, get it approved by your Graduation Project teacher and the classroom teacher, and then design each facet of the lesson. What most people think will take 45 minutes actually takes only about 15-20 minutes! Therefore, you have to practice and time it.

IF YOU ARE TEACHING A CLASS, YOU MUST DO ALL OF THE ABOVE <u>AND</u> THE FOLLOWING:
1. Find a teacher who will allow you to teach his/her class. Choose a class where the information that you will present will be relevant to the students' learning.
2. Teach for a *minimum* of one hour that may be in 15 minute increments.
3. Be videotaped while you teach the entire one-hour lesson.
4. Must have a minimum of 3 hours observational time with documented notes.
5. Must prepare a notebook of typed lesson plan, handouts, activities for each lesson, and student work samples. This should also include visual documentation, including pictures, samples, and /or electronic documentation.
6. Fill out the lesson plan form on the following pages. You must discuss the lesson plan with your English teacher ahead of time.
7. Must document pre and post measurement in lesson.
8. Must include at least one group activity and one individual activity in lesson.
9. The detailed lesson plan must be approved by the teacher who is allowing you to present to his/her class. **This is required!**
    - ♦ Do this at least two weeks before actually teaching your lesson.
    - ♦ Have the teacher whose class you are teaching sign off if s/he approves it. If not, change it as s/he suggests and try again.
    - ♦ Show the approved lesson plan to your English teacher immediately. *You must do this before teaching the class in order to avoid a failing grade on the Physical Product.*
10. Teach a class that has at least 15 students **present** on the day of your lesson.
11. Anyone who is under 18 must have permission form (see Table of Contents for pages) signed by a parent or guardian before s/he can be videotaped. Anyone who is 18 years old can sign for him/herself. Deliver these permission slips to the classroom teacher for each student in the class. Do this at least one week in advance. Collect the permission slips from the classroom teacher *two days before* the day of your lesson. You MAY NOT videotape any student who does not submit the permission form.

NEW HANOVER COUNTY SCHOOLS
GRADUATION PROJECT
NC 6-POINT LESSON PLAN EXAMPLE FORMAT

SENIOR NAME:	Topic:
English IV Teacher:	Date of Lesson:
Supervising Teacher Name:	Location of Presentation:
Supervising Teacher E-mail:	Class/Grade:

*Attach all presentation materials to lesson plan

Activity	Description of Activities and Setting	Materials and Time
I. Focus and Review (Establish prior knowledge)		
II. Statement (Inform student of objectives)		
III. Teacher Input (Present tasks, information, and guidance)		
IV. Guided Practice (Elicit performance, provide assessment and feedback)		
V. Independent Practice (Retention and transfer)		
VI. Closure (Plan for maintenance)		

NHCS Fundraising Procedures

Graduation Project should stretch the student's knowledge of an area that is currently not known to the student. While we encourage community involvement, fundraising for a charity is not to be the focus of a graduation project. There are special situations where fundraising may be involved, but a better way to be involved with the community and to give back to the community is to volunteer for a non-profit entity through volunteer hours. This will provide a hands-on-learning tool, rather than a one-time fundraising event. If situations occur when a fundraiser event is involved with a Graduation Project, the following MUST be followed:

1. Board Policies 8550, 3350, 7188, 9410 and 9415 along with procedures in the Treasurer's Manual will need to be followed. You and your Graduation Project teacher will need to meet with your school treasurer for more information.

2. You must complete a fundraising request form that is approved by the principal PRIOR to any money being collected. Fundraising procedures are on the NHCS webpage under the Employee tab http://www.nhcs.net/fundraising/fundraising.htm

3. You will need the following information to complete the form:
   a. The time, dates, and location of the fundraising event.
   b. A profit analysis of the fundraising event including how much money you will need to be used as change fund from your own money.
   c. Name and address for the final check will need to be given to the school treasure prior to any money is collected.

4. Teacher/Advisor – Your teacher or advisor must be willing to attend any event and receipt any money on a DAILY basis and turn it in daily to the school treasurer DAILY. You MUST NOT hold any money for any length of time.

5. Administrator - The Principal must approve your fundraising event. Forms are on the web at tab http://www.nhcs.net/fundraising/fundraising.htm

6. Advertising an Soliciting-
   a. NHCS email is not to be used by any student, employee or parent to solicit for a fundraising event. Follow Board Policy 7188.
   b. Board Policies 9410 and 9415 must be followed.

 Site Coordinator for Facilities Use and Calendar - Any student producing a product involving the use of school facilities must fill out the facility use form found online and have an administrator approve it PRIOR to committing to a product. Facility use fees may apply. Go to http://www.nhcs.net/operations/facilityuse.htm for more information.

New Hanover County Schools Student Image Permission Form

Dear Parent/Guardian:

Please read over the following and make a decision as to whether you grant permission for NHCS to post, print, or release your child's image/photograph or student work.

Examples of how your child's image/photograph or student work may be used:

- Appear in a printed publication such as a class picture, newspaper, magazine, or yearbook

- Submitted as samples to programs (examples: sports programs or play programs) or as contest entries to sponsors

- Utilized as a demonstration or sample in educational workshops, classrooms, and/or conferences

- Appear on video/electronic image made during a student presentation of a project, or in broadcasts or video/electronic image, which may or may not be used by a local television station or school/county project

- Other educational activity as NHCS deems necessary

Your child's name or address **WILL NOT** be included with your child's image/photograph or student work when published on the Web.

RELEASE AUTHORIZATION

Your permission grants NHCS approval to publicize without prior notification and remains in effect until NHCS receives written notice that you would like this revoked.

    I/We **DO** give permission for _____'s image/photograph or school work to be used as described above. We are willing to release this into the public domain.

                    ****

    I/We **DO NOT** give permission for _____'s image/photograph or work to be used as described above.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Address: _____

City, State, Zip Code: _____

Phone Number: _____   Date: _____

Please return this signed form to your child's teacher.

Product Rubric   NAME_____

Product submission must include the following materials:
_____ Photographic/video evidence   _____ Mentor Evaluation
_____ Product Log   _____ Other product-specific required materials

	Exemplary	**Strong**	**Satisfactory**	**Below Standard**	**Not Evident**
Time (A minimum of 12-15 hours)	Demonstrates professional quality that exceeds 12-15 hours of focused, direct contact	Demonstrates professional quality that reflects 12-15 hours of focused, direct contact	Demonstrates acceptable quality that reflects 12-15 hours of focused, direct contact	Demonstrates marginal quality that reflects less than 12-15 hours of focused, direct contact	Demonstrates little to no evidence of quality work and effort
Learning Over Time and Depth of Knowledge	Chooses a product that requires significant learning over time	Chooses a product that requires sufficient learning over time	Chooses a product that requires adequate learning over time	Chooses a product that requires limited learning over time	Chooses a product that requires little to no learning over time
	Demonstrates a high-level, natural and logical outgrowth of the research	Demonstrates a natural and logical outgrowth of the research	Demonstrates a natural and logical link to the research	Demonstrates a questionable link to the research	Demonstrates little or no link to the research
	Demonstrates exceptional creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates strong creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates adequate creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates questionable creative thinking, decision-making, reasoning, and/or problem-solving.	Demonstrates no evidence of creative thinking, decision-making, reasoning, and/or problem-solving.
Quality of Work/ Effort	Utilizes varied resources and talents/abilities to achieve exceptional results	Utilizes varied resources and talents/abilities to achieve noteworthy results	Utilizes adequate resources and talents/abilities to achieve satisfactory results	Utilizes inadequate resources and talents/abilities to achieve unsatisfactory results	Utilizes few to no resources and talents/abilities to achieve unacceptable results
	Exceptional use of professional skills in all tasks	Effective use of professional skills in all tasks	Adequate use of professional skills in all tasks	Inadequate use of professional skills in all tasks	No demonstration of professional skills in all tasks

THANK-YOU LETTERS FORMAT

The words "thank you" are powerful words that will take you far in life, especially in the workplace. A verbal thank-you is thoughtful and polite, but a written one is even more thoughtful.

1. Write 1-2 thank you letters. Compose and type a thank-you letter to anyone who provided assistance with the completion of the Graduation Project. See the sample letter.

2. Be sincere and prompt (preferably less than a week after the occasion.)

3. The form of a thank-you letter is like that of a business letter, but it is shorter. It should also be typed and centered vertically on the page. Margins can be 1 to 1 ½ inches.

4. Proofread, run spell-check, and make corrections. Have a classmate proofread the letter.

5. ASK YOUR ENGLISH TEACHER TO PROOFREAD IT. Make corrections. Proofread the letter again.

6. When the letter is perfect, sign it in black ink.

7. Photocopy each signed letter. These photocopies will be included in your portfolio, which will be reviewed by the judges.

8. Follow your teacher's instructions on mailing or e-mailing the letters.

THANK-YOU LETTER SAMPLE

133 Hummingbird Lane
Wilmington, North Carolina 28401
October 7, 2015

Mr. Theodore Fedell
25 Whatever Lane
Wilmington, North Carolina 28412

Dear Mr. Fedell:

Your help as my mentor during Graduation Project has been invaluable. I have learned so much under your guidance throughout the process of refinishing my family's heirloom dining room furniture. Without your expertise outlining the steps I needed to go through, I could not have completed this project. As you know, the finished product is beautiful, and my entire family is pleased with the outcome.

Also, the information you provided during the interview for my research paper provided the details I needed for a thorough discussion of my topic, "Refinishing Antiques." I did well on my paper; and, knowing this background information, I feel confident I can answer judges' questions about it.

You have helped me in so many ways. I appreciate the time you gave me during this semester and the knowledge you shared with me. Thank you for all of your assistance.

Sincerely,

(Signature in black ink.)

Lizzie James

Judges Letter Format

Format:

1. Use the form for the business letter that is found in the sample letter to the judges in the handbook.

2. Be sure to use the toolbar to set the margins (top, bottom, left, and right) to one inch.

3. Be sure that your text is Times New Roman (may be 10 point).

4. The return address is your home address with the date under it. Do not use any abbreviations. DO NOT put your name here.

5. The inside address should be -   Judges, Senior Boards
                                              Complete Name of Your School
                                              Street Address of Your School
                                              Wilmington, North Carolina 284##

6. The salutation is - Dear Judges:

7. Limit to one page. (See business letter format for specific spacing within the letter.)

Content:

Remember, though certain content is required, the key to a good letter is personal voice, insight, and organization. Write your letter so it reflects you. Note the minimum sentence requirements below.

Paragraph #1 – Write 2 - 3 sentences
Introduce yourself.
Include your goals, future plans, family life, talents, hobbies, and personality traits. Indicate your understanding that this person will be serving as a judge for your Oral Boards.

Paragraph #2 – Write 3 - 6 sentences
Discuss the subject of the research and the focus of the product. Briefly explain how this topic and product relates to a personal interest you have.

Paragraph #3 – Write 3 - 4 sentences
Explain how the Graduation Project was a learning stretch for you. Also, you will need to explain what unexpected difficulties you faced and how you overcame them.

Paragraph #4 – Write 3 – 4 sentences
Discuss how the Graduation Project as a whole has impacted you this semester. What have you learned about yourself?

Paragraph #5 – Write 1 – 2 sentences
Thank the judges for taking their time to help you.

Judges Letter Sample

2525 Century Lane
Wilmington, North Carolina 28403
November 14, 2008

Judges, Senior Boards
Complete Name of Your High School
Street Address of Your High School
Wilmington, North Carolina 284##

Dear Judges:

All my life I have wanted to become a dental hygienist, so my Graduation Project centered on this career. In order to meet this goal, I originally planned to enroll in a hygienist program in the fall. I have always enjoyed school, but I am looking forward to entering a new phase of my education. I am eager to meet you and present my project to you at Oral Boards.

My research paper explored how changing socioeconomics, diet, and contemporary lifestyle impact the rise in the incidence of tooth decay in children. One idea which interested me was how access to dental hygiene can combat this growing epidemic, especially through various social and government programs. With this knowledge, I was able to complete my physical product. I taught a one-hour lesson on dental hygiene to a class of second graders. My presentation included a demonstration on proper brushing and flossing, a dentist dress-up time, a coloring activity, and a Fun with Fluoride game. The class was awesome! Each child listened carefully and wanted to participate in every aspect of the lesson. They responded so well that I forgot to be nervous, and it seemed I was hugging them good-bye in no time.

As a soon-to-be graduate, I would like to share with you my learning stretch. I was amazed at the reality of how the inability to obtain dental health care makes a life long difference to an individual's health. During my classroom experience, I witnessed this first hand. On a personal level, I was not sure I would like the Graduation Project, and in the beginning, I did not want to do the work. However, I realize now that I have matured and become more responsible, since I have had to rely on myself to accomplish this project.

The Graduation Project has changed my life. I still admire the work a dental hygienist does, but I now realize becoming a health care professional is not in my future. Instead, I have discovered that I love teaching! I had never considered education as a possible career. However, after completing this project, I have decided to become an elementary school teacher. When I enter the University of North Carolina at Greensboro in the fall, I will begin working toward this new goal. Who would have thought the Graduation Project would have affected me so dramatically?

Thank you for giving me the opportunity to share such a personal experience with you. I appreciate your effort in participating on the judging panel.

Sincerely,
(Signature in black ink.)

Type your full name

Resume Format

The purpose of the resume is to represent an overall view of your education, honors, extracurricular activities, talents, and experience from your high school years. It is easy to read, it follows a formal format, and it must be **one** page. Students are encouraged to use templates provided through online resources or programs such as Microsoft Word.

Content:

Since each of you has individual accomplishments, each resume will include slightly different headings. However, the headings on the resume should follow the order below.

1. Begin with the heading **Objective**. (You may need to add this heading.) Select one of the following examples to type in as your objective or make up one of your own if your instructor gives you permission to do so.

> To attend a four-year university
> To attend a two-year college
> To obtain permanent employment
> To join the military (If you already know the branch of service, you may put that.)

2. Next, list **Education.** Under this category, type the following:

> Name of your school, Wilmington, North Carolina
> Will graduate June 20__

3. Examine the selection of headings on your resume sample. Select any headings that apply to you. You can also type in any categories that are not listed; this will allow you to design a resume that highlights your strengths. Sample headings include: Community Service, Extracurricular Activities, Honors, Employment, Athletics, Special Educational Program Certifications, etc.

4. Always list the most significant or impressive heading first after Education.

5. Use strong action verbs to explain duties and responsibilities.

6. List education, work, and volunteer experience in chronological order with the most recent accomplishments listed first.

7. Use a listing format rather than complete sentences. See samples.

> Extracurricular activities
>> Varsity Football (2 years): Lettered junior and senior years
>> Student Council (3 years): Elected Senior Representative
>> Sophomore Vice President

> **Employment**
>> Harris Teeter, Wilmington, North Carolina (Summer 2011 – present)
>> Cashier
>> · Operate cash drawer
>> · Work directly with public

.
8. End with the heading **References**. A reference is someone who knows you well and can recommend you as hard working, of good character, etc. A good contact as a reference would be a teacher, boss, minister, club advisor, volunteer coordinator, principal, guidance counselor, or long time family friend or neighbor. You must include three references, with one being the person who wrote the character reference letter for you.

> **Requirements**
> ● The reference must give his/her permission to you BEFORE you use his/her name on your resume.
> ● The reference may NOT be a relative.
> ● The reference may NOT be a person under the age of twenty-one.
> ● You MUST include three references
> ● List each person's first and last names, relationship to you or job title, full address (including zip code), and phone number with area code

2424 Whiten Lane Phone (910) 555-5555
Wilmington, North Carolina 28412 E-mail Megastudent@aol.com

Maya Angela Rodriguez

Objective To attend a four-year college after high school graduation

Education Spirit High School, Wilmington, North Carolina
Will graduate June 2016

Honors A/B Honor Roll (2 years)

Spanish Honor Society (1 year)

Awards Human Relations Week Exceptional Individual, November 2012

English Department Award, Spring 2013

Extracurricular Activities Medicats (3 years): Vice President 2014

Track team (2 years): Lettered

Community Service New Hanover Regional Hospital Volunteer (Summer 2014)

· Provided patient room number information to visitors

· Delivered flowers to patients

Employment Krispy Kreme, Wilmington, North Carolina (May 2014 – present)

Donut Finisher, responsible for adding filling to donuts

References Rev. J. Geriz, 33 Cardinal Lane, Wilmington, NC 28412

(910) 444-4444

Suzie Smith, Teacher, 22 Owl Street, Wilmington, NC 28413

(910) 333-3333

Al Fisher, Principal, 13 Eagle Road, Wilmington, NC 28412

(910) 222-2222

Reflections Format

1. Reflections will be typed in Times New Roman, 12 point font, and double-spaced. Include your name, reflection number, and date for each.
2. Make sure you fully answer each question, using complete sentences.
3. Each final entry should be one full page in paragraph form.
4. Use the reflective comments (sample reflection phrases listed below) throughout each entry.

Suggested reflection phrases to incorporate into your writing:

* After observation. . .   * This is significant because. . .
* This activity prompted me to. . .   * These events indicate. . .
* This could be more effective if. . .   * This helped me recognize that. . .
* I have greater awareness. . .   * The evidence of this was. . .
* The impact of this activity. . .

Reflections Content
Reflection #1

- How was the information learned in the research used in completion of the product?
- What was the most useful source in writing the research paper? Why?
- What was the most difficult phase of the research process? Why?
- What was the easiest phase of the research process? Why?
- What would you do differently if you were just beginning to research this topic?
- What advice would you give to a rising senior about the research phase of the Graduation Project?

Reflection #2

- What were some specific successes?
- Were any goals not met? Why did this occur?
- How, specifically, could I have achieved a greater number of successes?
- How would you evaluate your public speaking skills?
- What public speaking skills do you need to improve prior to Oral Boards?
- How do you feel as you enter the final weeks of your Graduation Project experience?

New Hanover County Graduation Project
Portfolio Scoring Guide

***Student* _____**

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CRITERIA	Exemplary 5	Strong 4	Satisfactory 3	Below Standard 2	Not evident 1
Cover Page: color picture or graphic relating to project					
Letter to Board Judges					
Resume					
Thank-you letter(s)					
Reflection 1					
Reflection 2					
Letter of Intent					
Letter of Intent Cover Sheet					
Research Paper Outline					
Research Paper in Final Form					
Research Paper Works Cited					
Mentor Evaluation Form					
Physical Product Log					
Product Documentation/Visuals (Pictures documenting all phases of physical product)					
Any additional items requested by teacher					
Subtotal					

Total : _____

Portfolio Scoring Guide Criteria Standards

	Exemplary	Strong	Satisfactory	Below Standard	Not Evident
Format/ Appearance	Adheres to all guidelines for portfolio appearance.	Adheres to most guidelines for portfolio appearance.	Adheres to some guidelines for portfolio appearance.	Does not adhere to guidelines for portfolio appearance.	Fails to submit portfolio.
Organization	Exhibits exceptional organizational skills in compilation of portfolio.	Exhibits sufficient organizational skills in compilation of portfolio.	Exhibits minimal organizational skills in compilation of portfolio.	Exhibits no organizational skills in compilation of portfolio.	Fails to submit portfolio.
Completeness	Meets all requirements for portfolio contents.	Meets most requirements for portfolio contents.	Meets some requirements for portfolio contents.	Does not meet requirements for portfolio contents.	Fails to submit portfolio.
Student Growth	Demonstrates exceptional depth in academic and/or personal growth.	Demonstrates sufficient depth in academic and/or personal growth.	Demonstrates limited depth in academic and/or personal growth.	Does not demonstrate depth in academic and/or personal growth.	Fails to submit portfolio.
Student Reflection	Reveals exceptional insight into how the student anticipated changes and dealt with contingencies.	Reveals sufficient insight into how the student anticipated changes and dealt with contingencies.	Reveals limited insight into how the student anticipated changes and dealt with contingencies.	Reveals no insight into how the student anticipated changes and dealt with contingencies.	Fails to submit portfolio.
Information, Technology and Communication Literacy	Effectively employs technology in construction of portfolio.	Sufficiently employs technology in construction of portfolio.	Minimally employs technology in construction of portfolio.	Employs no technology in construction of portfolio.	Fails to submit portfolio.

9.12.15

PRESENTATION ATTIRE: DRESS FOR SUCCESS

Like it or not, how we look does affect how seriously people consider what we say. Therefore, for your oral presentation, the key term is **DRESS PROFESSIONALLY**.

Also, please remember to avoid excessive exposure of your body. In other words, no cropped or halter tops, low-slung or baggy pants, spaghetti straps, low-cut tops, or denim in any form. The focus of the audience should be on your expertise in your subject, not on your need to gain attention in other ways.

If you are unsure whether part of your attire is appropriate, ask your English teacher or the Graduation Project Coordinator. This is one reason that we practice our presentations at school in professional business attire.

If you have a problem securing appropriate attire for the oral presentation, please discuss this privately with your English teacher or your guidance counselor.

If it doesn't fit the school dress code, then it will not work for Graduation Project.

MALES:
- **Dress slacks with an appropriate belt**
- **Dress jacket/sports coat (optional)**
- **Suits and jackets should be professional.**
- **Button down shirt with collar and tie (or a dress shirt appropriate to your suit)**
- **Shirts should be tucked in the slacks**
- **A tasteful tie that coordinates with the dress shirt and pants**
- **Dress shoes (in other words, something other than tennis shoes or flip flops)**
- **Minimal and tasteful jewelry/accessories**

FEMALES:
- **Dress**
- **Suit (slacks or skirt with coordinated top, vest, and/or jacket)**
- **Dresses and skirts should be of tasteful, modest length and style and worn with appropriate undergarments**
- **Do not wear tight clothing**
- **Blouses should coordinate with the suit, be long enough to cover your midriff, and have a neckline that comes up to the base of your neck**
- **Dress shoes (no sandals, flip flops, or extremely tall high heels)**
- **Minimal and tasteful jewelry/accessories**
- **Add a sweater or jacket to any dress or shirt that does not have appropriate sleeves**

ORAL BOARD PRESENTATIONS

- The judges are here to evaluate a balanced presentation about your research, physical product, and reflection. They will briefly review your portfolio and read your research paper before you enter the room for the speech.

- Every speech should have an attention grabber, an introduction, a body, and a conclusion, all of which are explained below.

- You must use your visual and may have your product for this presentation.

Introduction (approximately one minute)
1. Attention grabber (approximately one minute): This may be a quotation, an anecdote (story illustrating the point), an imaginary setting, a rhetorical question, etc. Be sure you draw in your audience.

2. Credibility statement: Explain why the audience should listen to you.

3. a) You must mention the topic for the research paper and the topic for the physical product. Do not imply; state these in a straightforward manner.
   b) Tell why you chose this topic. (Is it a passion? A hobby? Something that you have always had an interest in? Something related to a career in which you have some interest?)

Body (approximately three-four minutes)
1. Three to five major points from your research paper (For most students this is no more than 3-4 minutes unless your speech is longer than the minimum eight minutes. Leave out the little details.)
2. Adhere to content criteria listed on presentation scoring guide.

Physical Product (at least three-four minutes)
1. Provide details to explain the product choice and the process of the product execution.
2. State the relationship between your research and the physical product (thirty seconds to one minute)

Reflection
1. Offer insight of self-evaluation/self-reflection on entire Graduation Project experience
2. Consider the following as points for your reflection:
   a. Obstacles that you overcame
   b. Specific successes gained
   c. Relationship to future goals

Conclusion (approximately one-three minutes)
1. Offers an effective conclusion to close the entire speech
2. Restate three main points of speech
3. End with a statement that does one of the following:
   a. Calls the audience to action
   b. Persuades the audience to believe or think differently

Instructions for Presentation Visual

Students must have either a PowerPoint/Prezi/Google Slides presentation to use as a visual during their speeches before the boards. Students should have this visual complete for grading by the English teacher during the month before boards. Students should consider the following recommendation as they prepare the visual for the judges. Visuals should be professional and creative.

Required information for visual:

- Main points about research
- Details about the product
- Examples of reflection (for final speech only)

PowerPoint/Prezi/Google Slides Presentation

- Design and create appropriate number of slides (teacher determined); include a title slide and an ending slide
- Include main ideas without being distracting
- No more than 4 points per slide, no more than 4 lines per slide
- Use color or template as a background
- Import pictures or clip art from the Internet
- DO NOT use sound
- Have slide transitions
- SAVE YOUR PRESENTATION

Video

- The use of a video during the presentation is completely optional
- Video length will not be included when calculating time of presentation.
- Students are responsible for checking if technology is equipped for their video format for the Oral Boards.

ORAL BOARD PRESENTATION TIPS

1. Smile! It's almost over!

2. Know the date, time, and room number of your presentation.

3. Attend school the day of your presentation for last minute information/changes.

4. Dress for success – formal business attire only.

5. Practice, practice, practice! Give your speech at least once a day to an audience outside of school. More practice = less panic. Learn your speech without memorizing it. Deliver it without reciting it.

6. Include your visual aid/props in your practice sessions.

7. Relax! Take a deep breath before beginning; it will slow down your heart rate and lower your stress level.

8. Turn nervousness into positive energy. Harness your nervous energy and transform it into vitality and enthusiasm. Turn all that adrenaline from being nervous into a vibrant delivery.

9. Emphasize important points using appropriate gestures (as long as they are not distracting for the audience).

10. Be enthusiastic about your subject. If you're not, why should the judges be?

11. Make eye contact with all audience members.

12. Pause for approximately 30 seconds if your speech is disrupted by a loud noise or a mishap.

13. Begin again if you have a less than auspicious beginning.

14. Pause in the middle of your speech if you have gotten off topic. Regroup before continuing.

15. Stay positive throughout the entire presentation. No negative talk.

16. Do your best. Realize that people want you to succeed. The judges want you to be interesting, stimulating, informational, and entertaining. They don't want you to fail.

Oral Board Presentation Questions

The judges will ask you questions at the end of the presentation. Keep the following in mind!
• Look at the person who asks you a question.
• Don't answer with a short response. Instead put your answer into the context of the question. For example:

<u>Question</u>: "What did you gain from this experience, Dominique?"

<u>*Answer*</u>: "I gained so much from the Graduation Project experience, Mr. Brown. (It's impressive when you remember names.) One thing I learned was patience. I never knew it would take so long to rebuild the engine. Waiting for parts was one of my biggest frustrations."

• Look around and smile occasionally.

• If you do not know an answer, don't try to fake it. Instead, you might respond, "That's a good question. I did not cover that in my research but would like to find out about it. Thank you."

• At the conclusion of the question and answer period, look at the judges and thank them for their time and interest.

Practice answering questions about your research and project by responding to the following questions.
1. Why did you choose this topic?
2. How do your paper and project connect?
3. What resources helped you the most?
4. If you could change one thing about your project, what would you change and why?
5. What was the picture of the project you had in mind before you started working on it? How did the project match that mental picture?
6. Describe, specifically, how you strived to make your project the very best quality you could.
7. What are some specific ways this project caused you to leave your comfort zone to go to your courage zone?
8. What are some problems that you encountered during this project and how did you handle these problems?
9. Which phase of Graduation Project stretched you the most? How did you react to this challenge?
10. How did Graduation Project stretch you most emotionally, intellectually, or physically?
11. What were the best and worst moments of the entire process?
12. Who has your work on this project impacted?
13. How has this experience changed your attitude about students and faculty members?
14. What advice do you have for next year's seniors?
15. What unexpected lesson did you learn along the way?
16. In what way has the Graduation Project changed your view of yourself? (Are you more confident of your abilities? Are you more focused and directed? Are you more willing to take a risk?)
17. Has this experience influenced your future planning in terms of work, education or the development of personal interests?

New Hanover County Schools
Graduation Project Presentation Scoring Guide

Presenter: _____

Start Time: _____   End Time: _____

CRITERIA	Exemplary	Strong	Satisfactory	Below Standard	Not Evident
Content					
Effective attention grabber/introduction	5	4.5	4	3.5	3
Clearly defines the main idea	5	4.5	4	3.5	3
Employs a logical and engaging sequence which judge can follow	5	4.5	4	3.5	3
Main ideas are supported by accurate / appropriate details	5	4.5	4	3.5	3
Explanation of research paper and product link	5	4.5	4	3.5	3
Employs creative use of visual aid that enriches presentation	5	4.5	4	3.5	3
Offers insight of self-evaluation / self-reflection	5	4.5	4	3.5	3
Balanced content between research / product / self-evaluation	5	4.5	4	3.5	3
Provides clear summary of research	5	4.5	4	3.5	3
Offers an effective conclusion; closes entire speech	5	4.5	4	3.5	3
Communication Skills					
Employs appropriate eye contact and posture	5	4.5	4	3.5	3
Speaks with appropriate volume, tone, and articulation.	5	4.5	4	3.5	3
Evidence of speech practice; delivery beyond reading of note cards	5	4.5	4	3.5	3
Employs effective word choice (including standard grammar and appropriate vocabulary)	5	4.5	4	3.5	3
Exhibits poise, enthusiasm, and confidence	5	4.5	4	3.5	3
Maintains composure and sophistication	5	4.5	4	3.5	3
Impromptu Skills					
Offers direct, clear, elaborated answers	5	4.5	4	3.5	3
Maintains confidence and accuracy	5	4.5			3
Uses appropriate language (avoids slang / clichés)	5	4.5	4	3.5	3
Appearance					
Wears appropriate professional or authentic attire	5	4.5	4	3.5	3
Totals	100	90	80	70	60

New Hanover County Schools
Graduation Project Presentation: Blank Speech Rubric

Presenter: _____

Start Time: _____   End Time: _____

CRITERIA	Exemplary	Strong	Satisfactory	Below Standard	Not Evident
Content					
Effective attention grabber/introduction					
Clearly defines the main idea					
Employs a logical and engaging sequence which judge can follow					
Main ideas are supported by accurate / appropriate details					
Explanation of research paper and product link					
Employs creative use of visual aid that enriches presentation					
Offers insight of self-evaluation / self-reflection					
Balanced content between research / product / self-evaluation					
Provides clear summary of research					
Offers an effective conclusion; closes entire speech					
Communication Skills					
Employs appropriate eye contact and posture					
Speaks with appropriate volume, tone, and articulation.					
Evidence of speech practice; delivery beyond reading of note cards					
Employs effective word choice (including standard grammar and appropriate vocabulary)					
Exhibits poise, enthusiasm, and confidence					
Maintains composure and sophistication					
Impromptu Skills					
Offers direct, clear, elaborated answers					
Maintains confidence and accuracy					
Uses appropriate language (avoids slang / clichés)					
Appearance					
Wears appropriate professional or authentic attire					
Totals					

TIME BREAKDOWN:	**PRACTICE SPEECH EVALUATION FORM**
Research: _____	**Student Name**: _____
Product: _____	**Topic**: _____
Reflection: _____	**Date of Presentation**: _____
TOTAL: _____	**English IV/AP Literature Teacher**: _____

COMMENTS:

STRENGTHS:

AREAS FOR IMPROVEMENT:

GRADUATION PROJECT RESOURCES

Virtual Graduation Project Website
This website shows students a step-by-step guide in completing the entire Graduation Project. It includes directions and supplemental materials for every aspect of the project. Students enrolled English IV/Honors English IV/AP Literature/NCVPS course will be required to access this website.
https://sites.google.com/a/nhcs.net/virtual-graduation-project/

New Hanover County High School Websites
The following links will take students and parents to each specific high school. This allows you to stay up to date with teacher websites, important dates, and other contact information.
Ashley High School: http://www.nhcs.net/ashley/
Hoggard High School: http://www.nhcs.net/hoggard/
Laney High School: https://sites.google.com/a/nhcs.net/laney/
New Hanover High School: http://www.nhcs.net/nhhs/

Research/MLA Citation Help
Purdue Owl: https://owl.english.purdue.edu/owl/
This is the best resource to determine proper MLA formatting, citations, and specific writing techniques. Students should especially consult this in creation of internal documentation and Works Cited.

NC State Citation Builder: http://www.lib.ncsu.edu/citationbuilder/
EasyBib: http://www.easybib.com
These websites allows students to build citations needed for their Works Cited and source cards (if required).

New Hanover County Public Libraries: http://www.nhclibrary.org
Students may use this website to access online source materials and NCLive, library catalogs, and contact information for research assistance with librarians. See this website for library hours, locations and parking information as well.

Cape Fear Community College: http://cfcc.edu/lrc/
UNCW Randall Library: http://library.uncw.edu/
These resources aid in research for highly technical or specific topics. Each provides materials of a collegiate/university caliber, possibly not found at high school or county libraries. These websites will also give you direct contact information to librarians in the field of your topic. See these websites for library hours, campus locations and parking information as well.

NC WiseOwl: http://www.ncwiseowl.org/zones/professional/index.htm
The professional zone will allow access to EBSCOHost, an online research database that permits access and citations for full text articles.

Virtual Tools
Turnitin.com
Teachers may elect to utilize this resource for paper submission, grading, and checking for plagiarism. Students will be given directions to create specific usernames and passwords.

Google Resources
Google Books: books.google.com
Access to abstracts and some full text resources

Google Scholar: scholar.google.com
Access to full text resources with more refined search options

Google Alerts: www.google.com/alerts
Allows students to set alerts to receive via e-mail about topic search items

Google Drive: drive.google.com
Online storage space for any documents created by student

Google Slides: slides.google.com
Online presentation tool, similar to PowerPoint

Google Sites: sites.google.com
Used for website creation or possible online portfolio option

LiveBinders.com
Online tool to organize documents and resources. This can be used as an online portfolio when applicable.

Noodle Tools: www.noodletools.com
This can only be used for schools with subscription or if student pays for personal access. This website offers help with citations, research, note-taking, outlines, notecards, sharing or submitting papers, and other helpful resources.

Prezi: www.prezi.com
This is an online software for creating presentations. This can be used as a visual for the Oral Board presentation.
This can only be used for schools with subscription or if student pays for personal access. This website offers help with citations, research, note-taking, outlines, notecards, sharing or submitting papers, and other helpful resources.

Prezi: www.prezi.com
This is an online software for creating presentations. This can be used as a visual for the Oral Board presentation.