

## Colorado Graduation Guidelines Promising Practice

<b>District/System</b>	Greeley-Evans 6
<b>School</b>	University High School (public charter school)
<b>Contact Information</b>	
<b>Name</b>	Holly Sample
<b>Email</b>	hsample@universityschools.com

<b>Title of artifact</b>	Senior Project Presentation Day Scoring Packet – University HS
<b>Type of practice</b>	Implementation tools

### Brief description of artifact

The scoring packet contains information, instructions, and forms for the Lead Teacher including: a senior sign-in sheet; responsibilities for self and others (e.g., judges and junior volunteers); tally sheets; and evaluation forms on non-proficient students. An instructional letter for faculty and community member judges is included, along with the agenda and criteria and a rubric for scoring.

### Brief description of the process resulting in the artifact

University High School has required senior projects for over 20 years. University High School has five pathway diplomas, and the senior project is required for all. Last year they revised the requirement to include more accountability and consistent quality. The 2014-2015 school year was the first that included senior board presentations (students orally defending their projects). Items were developed to organize the Senior Project Presentation Day.

#### ***Types of practices in the CDE Graduation Guidelines Promising Practices collection:***

1. Communications, such as announcements to school community and business community
2. Implementation process plans, such as strategic plans and timelines
3. Implementation tools connected to local graduation requirements, for instance:
  - o Testing implementation (ACT, AP, ASVAB, CMAS, IB, PARCC, SAT), such as classes and retreats, administration procedures and agreements
  - o Capstone implementation, such as instructions and samples
  - o Concurrent Enrollment implementation, such as classes and agreements
  - o Career/academic assessment implementation (e.g., ACCUPLACER, COMPASS, Work Keys), such as administration procedures and agreements
  - o Industry Certificates implementation, such as samples
4. Local graduation requirements aligned with state guidelines, such as board policies
5. Regarding students with exceptionalities
6. Other: \_\_\_\_\_



University High School  
Senior Project Presentation Day  
Official Score Packet

---

Date

---

Room

---

Lead Teacher: Printed Name

---

---

---

Committee: Printed Names

**Senior Project Presentations**  
**Senior Sign in Sheet**

**Students: Please provide a telephone number and email address where you can be reached this afternoon and evening.** Students who score “Acceptable”, “Commendable” or “Excellent” will be notified by email. Students who score “Non-Proficient” will be notified by telephone before 6:00 p.m. today. Non-Proficient students will have the opportunity to make corrections and improvements and present to a faculty committee during lunch time at the end of the month.

Room Number \_\_\_\_\_

<u>Name</u>	<b>May We Record Your Speech?</b>	
1. _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Telephone _____	Email _____	
2. _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Telephone _____	Email _____	
3. _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Telephone _____	Email _____	
4. _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Telephone _____	Email _____	
5. _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Telephone _____	Email _____	
6. _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Telephone _____	Email _____	

## **Dear Lead Teacher:**

Thank you for helping support the Senior Project! Your presence today is very important!

Seniors are nervous and excited. Being the Lead Teacher means that you are in charge of a) Judges b) Junior Timers c) the Seniors. Please set a professional and friendly tone and mood for the presentations.

### **Responsibilities re: Judges**

Judges are from the school or the local community and they may not be familiar with the classroom environment. Please try to make them feel comfortable. **At the beginning of the session, if everyone can stay until 3:50, you may schedule a 5 minute break part way through the agenda. This will result in a little longer wait for the last seniors, but may help judges be better listeners.**

We will review the scoring criteria in training. Please emphasize that portfolio reviews are brief and intended to help the judge to become acquainted with the project and to consider these questions: Does the student present the required documents neatly? Does the student include a detailed fieldwork journal and provide evidence of a learning stretch?

### **Responsibilities re: Junior Volunteers**

Timers are in the room to keep time for the 6-10 minute sessions, to record the presentations, and to bring in the speakers from the hallway. They are not to be consulted regarding the scoring of the speakers. Timers will begin timing when the speaker begins to present, but only after the Lead Teacher establishes that the speaker and judges are ready. Timers will start the Google Timer and position the Chromebook so the student presenter can see the time lapsed. At the end of the presentations, timers will record total time of speech and report to the Judges. At the end of ten minutes, the timer is to say, "Time. Your ten minute period has ended. Thank you." Should the ten minute mark be reached before the speaker is finished, the Lead Teacher should instruct the speaker to stop. One Junior volunteer will video record the presentation with an Ipad, if the senior has given permission. Junior volunteers should step out to the hallway during committee deliberations.

### **Responsibilities re: Scoring**

Please discuss and fill out evaluation sheets for each senior presenter immediately following a presentation. Individual judges will take notes and keep their own scores during the presentation. After the presentation is complete, all judges will confer and arrive at a consensus of whether the student receives a pass or fail.

If a **Non-Proficient** rating is given *by the committee*, please provide a detailed critique so that the student may understand and correct the error(s).

Please place all scoring sheets in the portfolio for each student, and bring the scoring packet with final tally sheet and the portfolios to the large conference room at the end of the last session.

### Lead Teacher Final Tally Sheet Senior Project Presentations

As Lead Teacher, you are responsible for tallying and reporting a proficient (Excellent, Commendable, Acceptable) or Non-Proficient score. Please list names of all senior presenters below and indicate a score. If a Non-Proficient score occurs, please list reason(s). If a student is absent, please write "Absent" as reason for Non-Proficient score. Otherwise, provide non-proficient students with detailed feedback on the next page.

Room Number \_\_\_\_\_

**Speaker Name**

**Score**

← **Pass** → **Fail**

**E**   **C\_**   **A**   **NP**

1. \_\_\_\_\_

**Notes:**

2. \_\_\_\_\_

**Notes:**

3. \_\_\_\_\_

**Notes:**

4. \_\_\_\_\_

**Notes:**

5. \_\_\_\_\_

**Notes:**

6. \_\_\_\_\_

**Notes:**

7. \_\_\_\_\_

**Notes:**

**Lead Teacher (Print):** \_\_\_\_\_

**Signature:** \_\_\_\_\_



## Non-Proficient Students

**Lead Teacher Name:** \_\_\_\_\_

Please provide strengths of the speech and provide detailed reasons why the student is non-proficient. Along with the reasons for non-proficiency, also include what the student needs to improve upon in order to pass.

<b>Student Name:</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Improvements</b>

<b>Student Name:</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Improvements</b>

<b>Student Name:</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Improvements</b>

**Lead Teacher Name:** \_\_\_\_\_

Please provide strengths of the speech and provide detailed reasons why the student is non-proficient. Along with the reasons for non-proficiency also include what the student needs to improve upon in order to pass.

<b>Student Name:</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Improvements</b>

<b>Student Name:</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Improvements</b>



--	--	--	--

<b>Student Name:</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Improvements</b>

## **Dear Faculty and Community Member Judges:**

Thank you for coming today and supporting University High School's Senior Project Presentation Day! Your presence is very important.

### **The Lead Teacher and You**

Each room will have a Lead Teacher responsible for maintaining flow and order of the presentations. Please follow the instructions of the Lead Teacher.

For more information regarding the flow of the day, please refer to the included schedules.

### **Scoring**

Please take notes and keep your own scores during the presentation. After the presentation is complete, all judges will confer and arrive at a consensus of whether the student receives a proficient or non-proficient score.

Consider strengths and weaknesses of each presentation within the scoring criteria, along with the portfolio documentation.

### **Things to Remember**

Please remember these students are not professional speakers. For many of these students, the idea of speaking in front of "Judges" has most of them a little nervous and some of them are downright scared. They have practiced and prepared, but they still may have the jitters. Some of the students are very self-conscious. Please try to remember what it is like to be a nervous adolescent trying to do a good job. Thank you for being gracious, understanding, and polite role-models to them.

**Thank you!** Your presence here has an immense impact on our students. Students have worked hard to do a good job for their teachers and themselves, and for you. Again, thank you for coming, thank you for assisting, and thank you for helping our students at the first annual Senior Project Presentation Day.



## **Senior Project Presentation Day**

### **April 20, 2015**

#### **Agenda**

10:40	School dismissed after block 7 for Seniors and Junior volunteers
12:00 – 12:15	Volunteers check in, go to choir room
12:15 – 1:10	Volunteer training
1:00	School dismissed after block 8 for grades 9 – 11
1:15 – 1:35	Portfolio Review by teachers and volunteers in assigned classrooms
1:35	1 <sup>st</sup> Presentation
1:55	2 <sup>nd</sup> Presentation
2:15	3 <sup>rd</sup> Presentation
2:35	4 <sup>th</sup> Presentation
3:00	5 <sup>th</sup> Presentation
3:20	6 <sup>th</sup> Presentation
3:40	Teachers bring materials to the large conference room.

#### **Portfolio Review:**

The purpose of the portfolio review is to provide judges with an overview of the student's project before the presentation. Please read the "Letter to the Judges" and review the binder contents. Does the student present the required documents neatly? Does the student include a detailed fieldwork journal and provide evidence of a learning stretch?

#### **The Presentations**

- At the Lead Teacher's request, the timer will bring the senior in from hallway.
- Seniors have a brief time (a couple of minutes) to set up and make sure everything is working or positioned correctly.
- After the Lead Teacher's affirmation of readiness ("Is everything set? Are you ready?"), the student may be instructed to begin ("You may begin.").
- Senior speaks; judges listen and take notes. **Please do not ask questions during their speech.**
- Upon completion of the presentation, Judges will ask questions and thank the student and allow him/ her to break down and remove presentation.
- Timer will report official time to Judges. Allow students to leave the room before discussing scores (including Junior timer).
- Judges will confer and record scores.
- Upon request, the timer will bring in next speaker.

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

**Length of Presentation:** \_\_\_\_\_

**Portfolio Review:**

Key Questions for Judges:

1. Are required documents neatly presented?
2. Are you convinced the student has completed (or made *significant* progress toward completing) the approved project?
3. Has the student adequately documented 30 hours of work outside of school time?

<b>Speech Proficiency Criteria</b>				
<b>Criteria</b>	<b>Excellent</b>	<b>Commendable</b>	<b>Acceptable</b>	<b>Non-Proficient</b>
<p><b><u>Organization</u></b>            • <b>Introduction has attention-getter and clearly states purpose</b>            • <b>Body develops ideas clearly and logically</b>            • <b>Conclusion summarizes, restates, and reflects</b></p>	<p>Clearly and logically organized, engaging introduction, logically sequenced body with suitable transitions, clear conclusion.            *purposeful and effective structure            *speech is focused, coherent and presented in a very effective manner</p>	<p>Clear organization with a beginning, middle, and end and an attempt to use transitions            *clear and logical structure            *speech is focused and coherent</p>	<p>Lack of sustained focus, either unclear or underdeveloped, throughout and/ or inconsistent use of transitions            *adequate structure            *speech is generally focused</p>	<p>Lack of organization makes it difficult to follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, and end            *little evidence of structure            *little attempt to present coherently</p>
<p><b><u>Information Base</u></b>            • <b>Learning stretch explained</b>            • <b>Knowledge, skills, attitudes gained during project communicated</b></p>	<p>Clear and convincing with insightful explanations to define and prove learning stretch            *thorough knowledge and understanding of project            *precise knowledge of particular field</p>	<p>Clear experience and partial understanding of learning stretch            *good knowledge and understanding of project            *good knowledge of particular field</p>	<p>Partial discussion of experience with limited or incomplete understanding of learning stretch            *adequate knowledge of project            *adequate knowledge of particular field with some gaps</p>	<p>*Unclear or insufficient understanding of learning stretch            *little to no knowledge or understanding of project            *little to no knowledge of particular field</p>

<p><b>Language Use</b></p> <ul style="list-style-type: none"> <li>• Correct and appropriate grammar usage</li> <li>• Precise, varied, and interesting vocabulary</li> </ul>	<p>Uses sophisticated and varied language that is suited to the topic and audience</p> <ul style="list-style-type: none"> <li>*appropriate tone for subject and audience</li> <li>*precise use of varied grammatical structures</li> </ul>	<p>Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality</p> <ul style="list-style-type: none"> <li>*appropriate tone</li> <li>*no significant lapses in grammar or expression</li> </ul>	<p>Uses words that may be unsuited to the topic; word choice lacks originality</p> <ul style="list-style-type: none"> <li>*tone may occasionally be inappropriate and/or too informal</li> <li>*vocabulary may be inaccurate in places</li> <li>*non-standard grammar, but doesn't interfere with meaning</li> </ul>	<p>Inappropriate or confusing use of language distracts the audience</p> <ul style="list-style-type: none"> <li>*tone is highly inappropriate and/or offensive</li> <li>*many lapses in grammar and expression detracts from meaning</li> </ul>
<p><b>Verbal Delivery</b></p> <ul style="list-style-type: none"> <li>• Sufficient volume, appropriate pace, expressive voice</li> </ul>	<p>Effective clarity and projection of voice, inflection and pace significantly enhance the speaker's words</p> <ul style="list-style-type: none"> <li>*Exhibits practiced, purposeful control</li> </ul>	<p>Appropriate clarity and projection of voice, inflection and pace are used</p> <ul style="list-style-type: none"> <li>*Practice and control are evident</li> </ul>	<p>Inconsistent use of clarity and projection of voice, inflection and pace interrupt the flow of the speech</p> <ul style="list-style-type: none"> <li>*Exhibits some practice and control</li> </ul>	<p>Lack of clarity and projection of voice, inflection and pace make the speech difficult to follow</p>
<p><b>Nonverbal Delivery</b></p> <ul style="list-style-type: none"> <li>• Posture, eye contact, gestures, facial expressions and attire appropriate for professional presentation</li> </ul>	<p>Effective eye contact and gestures significantly enhance the speaker's words</p> <ul style="list-style-type: none"> <li>*Facial expression and body language convey strong enthusiasm and interest</li> <li>*Attire enhances presentation</li> </ul>	<p>Appropriate eye contact and gestures are used but without smoothness</p> <ul style="list-style-type: none"> <li>*Facial expression and body language sometimes convey strong enthusiasm and interest</li> <li>*Attire appropriate</li> </ul>	<p>Inconsistent use of eye contact and/or gestures interrupt the flow of the speech</p> <ul style="list-style-type: none"> <li>*Facial expression and body language seem contrived</li> <li>*Attire somewhat appropriate</li> </ul>	<p>Lack of eye contact and/or appropriate gestures make the speech difficult to follow</p> <ul style="list-style-type: none"> <li>*Apparent disinterest in the topic</li> <li>*Attire unprofessional or distracting</li> </ul>
<p><b>Visual Aid Integrated and utilized to enhance presentation</b></p>	<p>High quality visual aids well-chosen and presented</p>	<p>Minor problems with visual aids</p>	<p>Significant problems with visual aids</p>	<p>No visual aids</p>

Notes:

---



---



---



---



---



---

## Scratch Paper

### Organization

**Information Base**

**Language Use**

**Verbal Delivery**

**Nonverbal Delivery**