



# Senior Culminating Project

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

Evaluator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluate the student in each area using the proficient descriptions (check boxes) as your guide. After the presentation, add up the score and from the scale below, identify the students rating. Please feel free to leave comments / helpful hints for the student as they will receive a copy of this document.

<b>DISTINGUISHED</b> <i>Both bullets must be met, otherwise Proficient</i>	<b>PROFICIENT</b> <i>Both bullets must be met, otherwise Below Proficient</i>	<b>BELOW PROFICIENT</b>
<ul style="list-style-type: none"> <li>Distinguished rating in 4 of 5 Presentation areas</li> <li>Distinguished rating in all Content areas</li> </ul>	<ul style="list-style-type: none"> <li>Proficient or higher in 3 of 5 Presentation areas</li> <li>Proficient or higher in all Content areas</li> </ul>	<ul style="list-style-type: none"> <li>Did not meet Proficient requirements</li> </ul>

	AREA	DISTINGUISHED	PROFICIENT	BELOW PROFICIENT
Presentation	<b>Introduction</b>	<b>6 of 6</b>	<b>4 of 6</b> <input type="checkbox"/> Greeted panel members <input type="checkbox"/> Initiated hand shake <input type="checkbox"/> Introduced self <input type="checkbox"/> Provided personal description <input type="checkbox"/> Referenced personalized portfolio <input type="checkbox"/> Explained purpose of presentation	<b>3 or less</b>
	<b>Appearance</b>	<b>3 of 3 plus</b> <input type="checkbox"/> Professional Appearance <ul style="list-style-type: none"> <li>Clothing appropriate for job interview</li> </ul>	<b>3 of 3</b> <input type="checkbox"/> Acceptable appearance – no denim <input type="checkbox"/> Grooming is acceptable in regards to hair, cleanliness <input type="checkbox"/> Clothing is prepared – ironed, accessories	<b>2 or less</b>
	<b>Poise</b>	<b>4 of 4 plus</b> <input type="checkbox"/> Consistent throughout the presentation <input type="checkbox"/> Showed enthusiasm	<b>4 of 4</b> <input type="checkbox"/> Acceptable posture <input type="checkbox"/> Made eye contact <input type="checkbox"/> Displayed confidence <input type="checkbox"/> Showed preparation	<b>3 or less</b>
	<b>Communication</b>	<b>4 of 4 plus</b> <input type="checkbox"/> Consistent throughout the presentation	<b>3 of 4</b> <input type="checkbox"/> Appropriate voice quality <input type="checkbox"/> Used appropriate grammar <input type="checkbox"/> Paced self, did not rush <input type="checkbox"/> Meaningful thought and flow	<b>2 or less</b>

	AREA	DISTINGUISHED	PROFICIENT	BELOW PROFICIENT
Content	<b>LEARNER -</b> What am I working on to succeed?	<b>5 of 5 plus</b> <input type="checkbox"/> Explained relationships between performance and plans <input type="checkbox"/> Developed ideas using examples from portfolio	<b>4 of 5</b> <input type="checkbox"/> Related grades/transcript and assessments to high school course choices <input type="checkbox"/> Related grades/transcript and assessments to academic and educational goals as well as post-secondary plans <input type="checkbox"/> Identified strengths and weaknesses <input type="checkbox"/> Shared chosen samples of meaningful academic work <input type="checkbox"/> Explained why samples were selected	<b>3 or less</b>
	<b>PLANNER -</b> What do I want for my life?	<b>3 of 3 plus</b> <input type="checkbox"/> Clearly articulated post-secondary plan, along with alternate plan <input type="checkbox"/> Clearly articulated realistic financial plan	<b>3 of 3</b> <input type="checkbox"/> Clearly articulated post-secondary plan <input type="checkbox"/> Clearly identified and explained any changes in career goals during high school <input type="checkbox"/> Described how the following have helped/influenced post-secondary and career goals: <ul style="list-style-type: none"> <li>• Job shadow</li> <li>• Interest assessment / career exploration</li> <li>• Post-Secondary site visits</li> </ul>	<b>2 or less</b>
	<b>CITIZEN -</b> What do I have to offer myself and the world?	<b>3 of 3 plus</b> <input type="checkbox"/> Clearly explained how these experiences have been a benefit to themselves <input type="checkbox"/> Clearly explained how the volunteer experience impacted others/community	<b>3 of 3</b> <input type="checkbox"/> Described volunteer service <input type="checkbox"/> Described participation in the community <input type="checkbox"/> Described school involvement	<b>2 or less</b>
	<b>Conclusion</b>	<b>3 of 3</b>	<b>2 of 3</b> <input type="checkbox"/> Provided a summary statement that addresses how the portfolio process contributed to their high school journey <input type="checkbox"/> Asked panel members for questions; answered promptly <input type="checkbox"/> Thanked the panel members	<b>1 or less</b>

**COMMENTS:** \_\_\_\_\_