



# Point Loma High School

## Senior Portfolio and Exhibition Handbook

Class of 2004

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October, 2002

Dear Point Loma Senior,

Welcome to the Point Loma High School Senior Portfolio and Exhibition experience. Most members of the previous classes who have fulfilled this graduation requirement felt that the experience was well worth their time and energy.

The Senior Portfolio and Exhibition process offers you an opportunity to walk away with tangible evidence of your accomplishments. It is a document that you can show with pride to any prospective employer who wants to know the breadth and depth of your skills. Every assignment that you have completed has brought you closer to proficiency in five key skill areas that employers want:

- Complex Thinker
- Effective Communicator
- Responsible and Self-Directed Worker
- Involved Citizen
- Healthy Life-Style Advocate

The entire staff is committed to support our seniors to insure that this process is a positive and successful one. We wish you all the best as you prepare for your next important position: Graduate of Point Loma High School.

Sincerely,

Michael M. Price  
Principal

## Calendar of Key Dates

- \_\_\_\_\_ • November 6--Deadline for first meeting with advisor
- \_\_\_\_\_ • November 20--Deadline for advisor sign-off of Section 1
- \_\_\_\_\_ • December 4--Deadline for advisor sign-off of Section 7  
(Special reflective essay assigned in senior English class, Fall '03)
- \_\_\_\_\_ • December 18--Deadline for advisor sign-off of Sections 2 and 3  
(Evidence of Complex Thinker and Effective Communicator)
- \_\_\_\_\_ • January 15--Deadline for advisor sign-off of Sections 4, 5, & 6  
(Evidence of Responsible Worker, Involved Citizen, and Healthy Life-style Advocate)
- \_\_\_\_\_ • February 17 - 20--Seniors turn in portfolios with completed advisor sign-off sheet to Room 301 and schedule exhibition appointment, listing audio-visual needs.
- \_\_\_\_\_ • March 15 - 18 -- Voluntary Exhibition Prep clinics
- \_\_\_\_\_ • March 25 (Minimum Day)--Senior Exhibitions  
(Appointments will be scheduled between 12:30 and 4:30 p.m.)

**\*\*Students who miss the final portfolio deadline or exhibition day will be required to appeal to the principal in order to determine the possibility for makeup and subsequent graduation!**

# Senior Portfolio Final Check-off Sheet

Senior \_\_\_\_\_ Advisor \_\_\_\_\_

**Instructions to the Advisor:** Please review for completeness each section of your advisee's portfolio as it is submitted. The due dates for each section are listed. This final sign-off sheet should be included in the portfolio when the senior turns it in during the week of February 17-20, 2004.

**Section 1**--Resume \_\_\_\_, Job or College Application \_\_\_\_  
(Nov. 6)

*Advisor Signature* \_\_\_\_\_

**Section 2**--Evidence of Complex Thinker \_\_\_\_ Verification \_\_\_\_  
(Dec. 18)

*Advisor Signature* \_\_\_\_\_

**Section 3**--Evidences of Effective Communicator  
(Dec. 18)

Report of Information	____	Verification	____
Response to Literature	____	Verification	____
Narrative Account	____	Verification	____
Persuasive Essay	____	Verification	____
Reflective Essay	____	Verification	____

*Advisor Signature* \_\_\_\_\_

**Section 4**--Evidence of Responsible Worker \_\_\_\_ Verification \_\_\_\_  
(Jan. 15)

*Advisor Signature* \_\_\_\_\_

**Section 5**--Evidence of Involved Citizen \_\_\_\_ Verification \_\_\_\_  
(Jan. 15)

*Advisor Signature* \_\_\_\_\_

**Section 6**--Evidence of Healthy Life-style \_\_\_\_ Verification not required  
(Jan. 15)

*Advisor Signature* \_\_\_\_\_

**Section 7**--Special Reflective Essay \_\_\_\_ Verification \_\_\_\_  
(Dec. 4)

*Advisor Signature* \_\_\_\_\_



## Overview

### Background/Rationale

In 1993-94, the Board of Education approved Dr. Bertha Pendleton's "Plan to Improve Student Achievement and Organizational Effectiveness" which included sixteen expectations that frame the vision for San Diego City Schools. Three of these expectations (2, 3, and 12) specify a twelfth-grade exhibition as an expectation indicator. Expectation #12 in particular states an emphasis on "student preparation for the world of work."

To assist schools in their design of the portfolio/exhibition process, a task force was appointed in 1995-96 and included students, teachers, parents, community members, site and central office administrators, business community and higher education representatives. The committee generated suggested models that high schools might select for this process and recommended that the portfolio/exhibition contain the following elements:

- A Product, Project, or Portfolio
- Use of a Visual Aid
- A Reflection Paper
- An Oral Presentation and Interview

A subcommittee of the task force developed a rubric--or scoring sheet--to be used district-wide for each senior's exhibition.

### Point Loma High School Senior Portfolio/Exhibition

Each senior is applying for the position of "Point Loma High School Graduate." Students must complete a portfolio of their work that demonstrates their achievement of the Expected School-wide Learning Results (ESLRs). They must also go through an exhibition and "exit interview" where they make an oral presentation a significant academic accomplishment, and where they respond to questions from a panel regarding their high school career and future plans.



## The Seven Sections of the Portfolio

### Section 1 (**Due:** Nov. 6)

- Introduction: Resume, Job or College Application

### Section 2 (**Due:** Dec. 18)

- Evidence that the student is a **complex thinker**  
(Abstract of a research paper, analysis of a poem, summary of a science project)

### Section 3 (**Due:** Dec. 18)

- Evidence that the student is an **effective communicator**  
(This section must include samples of 3 out of the 5 writing types: report, response to literature, narrative account, persuasive essay, or reflective essay)

### Section 4 (**Due:** Jan. 15)

- Evidence that the student is a **self-directed worker**  
(Description of steps taken to complete a long-term project)

### Section 5 (**Due:** Jan. 15)

- Evidence that the student is an **involved citizen**  
(Description of club or volunteer work, etc.)

### Section 6 (**Due:** Jan. 15)

- Evidence that the student practices a **healthy lifestyle**  
(Summary of sports involvement, physical conditioning classes taken, etc.)

### Section 7 (**Due:** Dec. 4)

- Reflective Essay  
(An essay produced through their senior English class where the student **reflects** on the topic they have chosen for their exhibition and why it is a good demonstration of their combined skills and their preparation for life)

Sections 2-6 will each contain **verification** sheets where the student justifies why they have chosen a particular piece of work as evidence of accomplishment. Seniors are not allowed to combine several sections into one. It is understood that each piece of evidence might demonstrate that the student is a critical thinker *and* an effective communicator, for example; however, the purpose of the portfolio is to demonstrate the *breadth* of the student's preparation for life after high school.

## The Exhibition/Exit Interview

On Thursday, March 25, each graduating senior will make a brief oral presentation to a panel on one of their academic accomplishments. This accomplishment will also be the topic of the Reflective Essay that is included in Section 7 of the portfolio. The senior will then answer 2-3 questions about his/her high school experience as preparation for their future. Seniors who are not successful will have until April 22 to receive help and to repeat the exhibition.

## Senior Advisor

A staff member will be assigned to each senior as his/her advisor. Each advisor will work with no more than 4-6 seniors. The advisor can be a teacher or a member of the support staff. **The senior is responsible for making contact with the advisor and for turning in portfolio sections on time (see Timeline).**

### Point Loma High School Senior Portfolio/Exhibition Committee

Mike Price, Principal  
Michael Loessel, Employment Outreach Specialist *Committee Chair*  
Richard Brown, Teacher  
Susie Brasher, Teacher  
MaryJean DelCampo, Teacher  
Laurie Hurl, Head Counselor  
Cindy Hedges, Teacher  
Kathy Rodriguez, Site Based Diagnostic Resource Teacher



# Part I

## Senior Portfolio

*Class of 2004*





## Section 1 Introduction

### Directions

This section of the portfolio provides you with the opportunity to "introduce yourself." This introduction should contain the following **four** parts:

- Resume: A sample follows that can be used as a guide.
- Job or College Application: Include a copy of one recently submitted. (Generic samples are available in the Career Center)

## Section 1--Sample Resume

(a copy of this resume can be obtained by bringing a formatted Mac or Windows disk to the library/media center or from the PLHS website <http://www2.sandi.net/ptloma>)

Pat Pointer  
1234 Opportunity Way, San Diego, CA 92106  
619-000-0000

Objective: Seeking entry level position in retail sales.

Education: June, 2002: Diploma, Point Loma High School, San Diego, CA

- Applicable Courses: Public Speaking, English, Math, Computers

### Skills & Abilities:

#### Math

- Maintained 3-year "B" average in college track math.
- Computed own 1040EZ tax return, earned \$340 rebate.
- Manage \$800 investment that earns 9.2% annual return.

#### People

- Read to, and play checkers with elderly at local nursing home.
- Average, but enthusiastic member of basketball team.
- Helped raise \$680 for Students Against Drunk Driving (SADD).

#### Product Knowledge

- Sports and athletics
- Auto and mechanical
- Consumer electronics
- Music and videos

#### Electronic Cash Registers

- High school computer classes and talent at programming VCR's were helpful in learning to use electronic cash registers.

#### Work Experience

- Volunteer--Tutored young children for two years, four days a week.
- The Holiday Inn, Mission Valley--Work part time as reservations clerk.

### Personal:

- Reliable: Missed only two days of school this year.
- Honest: Returned \$20 check-cashing error to bank.
- Friendly: Computer club, volunteering, sports team.

References: Available on request.



## Section 2 Complex Thinker

### Introduction

In this section of the portfolio seniors are asked to include evidence that they have learned to think complexly. When someone thinks complexly, they are able to solve complicated problems, to analyze situations, and to apply information to a new situation. They are able to combine seemingly unrelated parts into an integrated whole.

Activities in each subject area offer students the opportunity to show that they have the thinking skills needed to compete in a fast-moving world. The following assignments or project examples would be good demonstrations of complex thinking:

- Analysis of a character in a play or film
- Review of a play or film
- Description of steps taken to solve a complex math problem
- Design of a computer program
- Marketing plan for a new product
- Steps taken to correct a faulty carburetor
- Comparison between two periods in art history
- Comparison between the causes of two events in history
- Analyzing legal arguments for mock trial
- Analysis of a poem or short story
- Critique of one's own art project

### Directions

Select one piece of past work that demonstrates complex thinking to include in Section 2. Work can show teacher grades or comments. If the student wants to turn in a revised version of the work, the original work must be submitted also. If the work is over five pages long, an abstract, or summary of the project, should be included instead.

## Verification Sheet

The following "verification" sheet must be included in this section of the portfolio. This form must be completed and included in Section 2 as a reflection on the assignment and as documentation that the student actually completed this assignment.



Directions to the student: Answer the following three questions about the work that you have selected to represent complex thinking. NOTE: If you elect to write an abstract (summary) of a longer assignment, be sure that it addresses these three points.

**Assignment Title:** \_\_\_\_\_

1. Explain why you selected this sample.

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2. What were the directions for the assignment?

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3. How does the assignment demonstrate complex thinking.

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**Teacher Verification:**

I verify that the above named student completed this assignment in my class.

Teacher name \_\_\_\_\_ Date \_\_\_\_\_





### Section 3 Effective Communicator

#### Introduction

In this section of the portfolio seniors are asked to include evidence that they have learned to communicate effectively in writing. An effective writer has a command of the five types of writing. They are:

- **A report of information**  
The writer is reporting factual information about a person or an event.
- **A response to literature**  
The writer reacts to a poem, a short story, or a novel and makes connections between the piece and the human condition.
- **A narrative account (fictional or autobiographical)**  
The writer describes events, either real or imagined, that form the basis for a story.
- **A persuasive essay**  
The writer tries to convince the reader of the validity of her/his point of view.
- **A reflective essay**  
The writer discusses the impact of an event, experience, or piece of writing on their life.

Every subject area provides opportunities for students to produce most writing types. As an example, a graphic arts student could develop a *report* of information about a procedure used to silk-screen a T-shirt. A history student could write a *persuasive* essay about the benefits of supporting a particular ballot proposition. An art student could write a *reflective* essay about the impact of an art exhibit on their lives. An English student could *respond to a piece of literature* such as a poem or novel. (Please note that the reflective essay in Section 7 is a special assignment given in senior English classes and should not be included in Section 3.).

## Directions

For this section of the portfolio, students are to select three different writing types from the above list to include in Section 3. Then students are to choose the best example of that writing type that they have done. The pieces selected should be final versions of the assignment and teacher grade and comments can be included. If the student desires, a clean copy can be included along with the original.

As with the previous sections, each selection must be verified by the teacher who assigned the work.

Directions to the student: Select a sample from *three* out of the five writing types. Complete the section under each type. Have the assigning teacher verify the work.

First Writing Type: \_\_\_\_\_

Summarize the key points of the selection: \_\_\_\_\_

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

**Teacher Verification:**

I verify that the above-named student completed this assignment in my class.

Teacher name \_\_\_\_\_ Date \_\_\_\_\_

Second Writing Type: \_\_\_\_\_

Summarize the key points of the selection: \_\_\_\_\_

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

**Teacher Verification:**

I verify that the above-named student completed this assignment in my class.

Teacher name \_\_\_\_\_ Date \_\_\_\_\_

Third Writing Type: \_\_\_\_\_

Summarize the key points of the selection: \_\_\_\_\_

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

**Teacher Verification:**

I verify that the above-named student completed this assignment in my class.

Teacher name \_\_\_\_\_ Date \_\_\_\_\_





## Section 4 Responsible, Self-Directed Worker

### Introduction

In this section of the portfolio seniors are asked to include evidence that they are able to tackle a long-term project independently. Long-term projects often take days or weeks to complete and require the gathering and organizing of information among other skills. Also, students must be proficient in managing resources (such as time and materials) to get the job done.

Examples of long term projects might include:

**Graphic Arts:** Design and printing of a T-shirt

**English:** Research paper on the English romantic poets

**Art:** Developing and producing a new glaze for ceramics

**Physical Education:** Designing a new game and teaching the rules

**Science:** Project on the effects of light sources on plants

**Math:** Developing alternative methods for measuring large objects.

**History:** Designing a model showing the effects of geography on culture

### Directions

Select one example of a long-term project that you have completed in one of your classes. Develop a written summary of the project, which includes a description of the steps taken and resources used to complete the assignment. As further evidence of completion, you may include a video or photographs of the end product as appropriate. The following verification sheet must be completed.



Directions to the student: Select an example of a long-term project you have completed in one of your classes. In the space provided below, write a summary of the project and its purpose, and describe the steps taken and resources used to complete it. Have the assigning teacher verify the work.

**Project Summary:**

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**Steps Taken to Complete the Project:**

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**Teacher Verification:**

I verify that the above named student completed this assignment in my class.

Teacher name \_\_\_\_\_ Date \_\_\_\_\_





## Section 5 Involved Citizen

### Introduction

In this section of the portfolio seniors are asked to include evidence that they are involved citizens. Involved citizens can do a number of things to contribute to the betterment of their school, their church or synagogue, or their neighborhood.

Areas of involvement might include:

**Student Government:** Holding an ASB or club office

**Extracurricular Activities:** Working on a club fund-raiser

**Church/Synagogue:** Serving meals to the homeless

**Community:** Volunteering at an elementary school carnival

**Hospital:** Reading to senior citizens

**Charity:** Delivering adopt-a-family packages

**Public Works:** Cleaning up a beach; painting out graffiti

### Directions

Seniors are to select one instance when they have given of their time "above and beyond" the normal school day for the betterment of their school or community. Students are to develop a written summary of the volunteer work which includes a description of the part they played in the project. The following verification must be signed by the teacher or community supervisor.









## Section 6 Healthy Life-Style Advocate

### Introduction

Employers want their employees to be energetic, reliable, even-tempered, and consistent. These characteristics come about largely by practicing good health habits.

In this section of the portfolio seniors are asked to include evidence that they understand the value of a healthy life-style. Evidence of a healthy life-style might include:

**Class work:** Projects done in Health Education or Foods

**Group Counseling :** An essay on past substance abuse problems and how the student has overcome them.

**Athletics:** Description of participation in school or community sports.

**Physical Conditioning:** Description of current exercise program

### Directions

Write a brief description of the habits that you practice that lead to a healthy life-style. (There is no verification sheet for this section.)





## Section 7 Reflective Essay

### Introduction

The purpose of the reflective essay is to allow the senior the opportunity for a more comprehensive evaluation of the skills they have acquired throughout high school. A good vehicle for this assignment is through a significant activity undertaken during the high school years.

### Directions

Students are to select a school-related activity, project, performance, assignment, or accomplishment that is important to them. This will be the topic of the reflective essay completed for class credit in your English class and included in Section 7 of the portfolio. This topic may also become the focus of the exhibition portion of your exit interview to be given on March 25, 2004.

Although each English teacher will be providing more detailed instructions for completing this essay, in general, the essay should contain the following elements:

- A description of the activity itself and the student's part in it.
- An explanation of the academic, social, and personal skills gained by the student.
- A discussion of three specific things that have been learned in high school that have helped completing the activity.
- A description of how these skills can be used in the future.









# Part II

## Senior Exhibition

*Class of 2004*



# The Senior Exhibition--An Overview

## Introduction

The second part of the senior portfolio/exhibition requirement is the **exhibition**. This process can be described as an "exit interview" where the student demonstrates their oral language and presentation skills before a five-member panel composed of a teacher, a parent, a community member, and a member of the Class of 2005.

The exhibition will have two parts:

Part one will be a ten-minute oral presentation where the senior describes a significant school-related accomplishment and discusses the impact this learning has had on the student's academic, social, or personal growth. The senior must use some kind of audio or visual aid in the presentation.

Part two will include a series of three to four questions asked by the panel. Questions will focus on the impact of the student's education experience on his/her preparation for the future.

## Topic for the Exhibition

Ideally, the topic chosen for the exhibition will be the same accomplishment as is described in Section 7 of the Senior Portfolio, "The Reflective Essay." Students who use their reflective essay topic as the focus for their exhibition will have a head start on preparing for the exhibition because the student will have had a chance to explore the topic fully in writing under the guidance of the English teacher.

Students can, however, choose a topic that is different from the reflective essay. This may be the case when the senior is involved in a significant project that concludes *after* the reflective essay was assigned in the English class.

In the exhibition, the student should discuss a significant school-related accomplishment (this could include extracurricular, career, or volunteer tasks) and its impact on his/her academic, social, or personal growth.

The content of the exhibition, or oral presentation, should follow this outline:

- A description of the activity and the student's part in it.
- An explanation of the academic, social, and personal skills gained.
- A discussion of three specific things that have been learned in high school that have helped in completing the activity.
- A description of how these skills can be used in the future.

## Length of the Exhibition

The whole exhibition process will take about 15-20 minutes for each senior. Ten minutes will be spent giving the exhibition. Five minutes will be spent responding to the questions from the panel. After the senior has left the room, each panel member will spend about five minutes completing a scoring sheet.

## **Date, Time, and Location of the Exhibition**

Most exhibitions will be conducted at Point Loma High School on Thursday, March 25, 2004--a minimum day. Exhibition appointments will be scheduled for the times between 1:00 p.m. and 4:00 p.m. Each classroom in the school will be used as an exhibition room. Approximately 65 panels will be operating at the same time.

Each panel will be responsible for the exhibitions of five seniors. Panel members will review the five portfolios and be trained in the scoring sheet from 12:30-1:00 p.m., prior to meeting the senior.

Seniors will schedule their exhibition appointments when they turn in their portfolios during the week of February 17 - 20, 2004. Students who turn in their portfolios early that week will have a choice of times and panel chair.

Students who receive an unsatisfactory score (below 5.0) on their exhibition on March 25 will be allowed to reschedule at a later date and will be given help to prepare.

**Students must honor their original appointment.** All panel members are volunteers and are taking on this judging responsibility to help Point Loma seniors. Students who are "no shows" for their exhibition appointment must have that absence cleared by a parent/guardian. Uncleared absences may be handled according to the normal provisions of the school's truancy policy, and the students will be required to appeal to the principal in order to request a makeup. Exhibition make-ups may be scheduled up until April 22, 2004 at the discretion of the administration. Makeups may take place during Saturday School or in front of an entire class.

### Using Audio or Visual Aids in the Exhibition

Each senior must include the use of an audio or visual aid in their presentation. This could be something as simple as photographs, drawings, or charts; or could be as complex as a video clip or computer project such as one done with Hyperstudio or Power Point.

*Seniors will be able to indicate their audio or visual needs at the time they make their appointment.*

## **Exhibition Topics and Suggested Audio or Visual Aids**

Throughout the student's high school experience, he/she has participated in a variety of activities that have been challenging and have resulted in a growth in skills in one or more areas. These experiences have been both inside and outside the classroom and the skills gained will carry the student forward into the future. Some of the following ideas might help the student remember the wide variety of projects with which he/she has been involved:

<u>Project</u>	<u>Audio or Visual Aid</u>
Drama Production	Play program, photographs
Graphic Arts	Drawings, actual product
Woodworking	Photographs of building stages
Marketing Plan	Copies of advertising mock-ups
Job Shadowing	Poster of job requirements, photos
Catering Event	Video of kitchen preparations

Preschool Lessons  
Journalism  
Science Experiment  
Computer project  
Art/Ceramics  
Music/Poetry

Photo album of lesson materials  
Article portfolio, photographs  
Poster on hypothesis/findings  
Print out of commands, demo  
Photographs of projects  
Programs from performances/tapes

### **Exit Interview Questions**

After the senior completes the presentation, the panel will ask a series of questions for approximately five minutes. Several of the questions will be standard for all seniors. Others may be specific to the topic of the exhibition.

In order to be fully prepared for the exhibition questions, the senior should study the following list of sample questions, and be prepared to answer any one of them:

#### *Sample General Questions:*

1. If you were to come back next year, what advice would you give to an in-coming 9th grader?
2. Reflecting on your experiences in working in groups, describe what qualities and skills you brought to the group to make it better.
3. What extracurricular activities are you planning on getting involved in after high school?
4. What major problem did you encounter during your time at PLHS and how did you deal with it?
5. Reflecting back over your four years at PLHS, what would you have done differently?
6. If you had the power to change one thing at PLHS for next year, what would it be and why?
7. Do you feel prepared for what you plan to do next year?
8. If you had two extra hours in your day, how would you spend your time?
9. Do you feel it is important to register to vote? Explain your answer?
10. Do you feel that good attendance and being on time is an important "skill?" Explain your answer.
11. Each student is supposed to be competent in each ESLR. Give us an example of how you have become a "self-directed worker" (or any other ESLR).
12. In which class were you required to "think" the most. Why?



## Preparing for the Exhibition

### **Introduction**

The student's success with the exhibition depends on two factors: the *content* of the presentation and its *delivery*. In the previous section, ideas for topics, organization, and time constraints were discussed. This section provides the senior with a reminder of the guidelines to follow for any oral presentation.

### **Appearance**

As with all interviews, the senior must dress in a business-like manner. Clothing should be neat, clean, and pressed--giving a prepared, polished appearance.

Items of clothing that should be avoided: hats, jeans, bare-midriff shirts, revealing blouses, backless/sleeveless shirts, dresses, or blouses, "baggies," or "saggies."

Men should wear a suit or sport coat with dress slacks, dress shirt, tie, dark socks, dress shoes.

Women should wear a suit, dress, or dress slacks with a blouse, jacket, nylons, and dress shoes. Large rings, or other jewelry could become a distraction and are better left at home.

### **Body Language**

Handshake and Introductions: Upon entering the exhibition room, the senior should walk to the panel and give a firm handshake to each member as an introduction. Looking each panel member in the eye is a sign of confidence and poise.

Posture: Seniors should stand tall and proud be proud of what has been accomplished. If asked to sit, the student should sit straight in the chair, but relaxed.

Eye contact: Looking each panel member in the eye is important throughout the presentation. Remember, this is a friendly audience. The teachers and other members of the panel are there to help the senior succeed. Communicating with the eyes as well as the voice helps build rapport with the panel.

Gestures: Use hand gestures for emphasis when appropriate; however, too many gestures could distract from the presentation.

### **Voice Control**

Volume: The student should speak loudly enough for everyone to hear.

Pitch and Rate: The student should vary pitch (highs and lows) and speed to add variety. Talking in a monotone is boring to the panel. Speaking too fast is also distracting.

Articulation: Words that are difficult to pronounce should be practiced ahead of time so that they can be said without hesitation. The student should speak slowly and clearly, being careful not to mumble.

### Stage Fright

Stage fright, or that sweaty hands, nervous stomach, knee-trembling feeling, is a natural reaction to the stress of presenting in front of a group. It is normal. Even teachers have stage fright when they face a new class each fall. The physical symptoms are caused by the rush of adrenaline into the bloodstream in response to fear--the same reaction as for real physical danger.

In this case there is no physical danger and there are several ways to control stage fright:

- Thorough preparation and practice will aid confidence.
- Deep breathing helps the body to relax just prior to beginning.
- Moving around while waiting to present will have a calming effect because it helps burn energy generated by the stress.
- Staying focused on the goal of making a clear, concise presentation, not an academy awards performance, is the key to success.
- Having the first two or three sentences memorized helps get the student off to a strong start.
- Signs of nervousness such as playing with hair or a pencil should be reduced.
- Having key ideas on note cards helps the student stay on track. **Reading the entire presentation is not acceptable.**
- The student should dress in a manner that is professional, yet comfortable. Do not wear clothes that make you physically uncomfortable (i.e. too tight, short).



## The Exhibition Scoring Process

### The Scoring Rubric

The nine-point scoring rubric that will be used by each panel member was developed by a district-wide committee of teachers, parents, community members, central office staff, and students. It reflects both the accepted standards of good oral presentations and the specific requirements of the exhibition.

The student is judged on the *quality* of presentation. Characteristics looked for are poise, vocal control, rapport with the audience, and use of an audio or visual aid.

The student is also judged on *content*. Content must be clearly presented in a logical manner and must emphasize the significance of the accomplishment described.

Lastly, the student is judged on his/her ability to reflect on the *significance* of the experience to the student's personal growth.

A copy of the scoring rubric is included at the end of this packet.

### The Scoring Process

Each member of the exhibition panel will fill out a scoring sheet for each of the five seniors that they meet. The lead panel member (a classroom teacher) will then figure a score that is the average of all scores on the panel. A score of five or above would be considered as "meeting expectations," or "passing" the exhibition. Students scoring "below expectation" will have a chance to receive help and repeat their exhibition at a scheduled time prior to April 22, the final deadline. Rubrics will be returned to the senior within two weeks.

**Notes:**