

Filer High School
Future Readiness Project
2025-2026



Student/Parent/Teacher Manual
Informational Booklet–Forms, Handouts, Etc.

*Can be found on the Filer High School website under [Senior Success](#)

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PARENT/GUARDIAN INFORMATION



Filer High School
3915 NORTH WILDCAT WAY
FILER, IDAHO 83328
208-326-5944

Traditional Experience Letter

Do Not Put In Portfolio

Dear Parents/Guardians of Class of 2026:

As your student may have indicated to you, seniors are required to complete a Senior Experience. The experience has three components: a project based learning experience, a self-evaluation paper, and a portfolio website/presentation. The Experience will call upon your son/daughter to use the skills he/she has acquired and practiced throughout twelve years of formal education.

The first component of this Experience is the actual “hands-on” experience. The student will need a mentor who will provide expertise in either a career field of choice or mentor your student through a volunteer project of choice. The mentor will verify that the student has completed their project based learning experience. For the project component of Senior Experience, my son/daughter has decided to do the following:

I understand that at least 20 hours must be logged in a project based experience that is either career or community service related. If money or items are collected as donations for any reason, my student will provide a paper trail of items or money received and where said items or money went to benefit the community.

The second component of this Project is a reflection of their experience. The self evaluation paper will require the student to create a 3-4 page self-evaluation that reflects MLA format, meets the self-evaluation requirements, and demonstrates revision until the copy is ready to be published. This paper will be submitted to and graded by the senior advisor using a common rubric.

The last component is an oral presentation given by the student at the end of senior year. During this presentation, the student will explain the learning that occurred in completing the hours associated with the learning experience and their self evaluation paper. In addition to the presentation, students will compile a digital portfolio/website that documents the entire process.

One of the objectives of the Senior Experience is to teach students to prioritize their time in order to

meet deadlines. Due dates for the components are given many weeks in advance, and students are expected to meet them. **Not being in school on the day of a deadline does not excuse a student from the responsibility of turning the item in on the required date. The student is expected to arrange to have the item delivered to school either by a friend or a parent, or electronically.**

A successful Senior Experience involves student initiative and self-discipline as well as parent and teacher support. We hope you will become involved with your son/daughter in the Experience. If we all work together, this will be one of the most rewarding experiences the students will have in high school. If you have any questions, please contact your student's Paw Track advisor at (208)-326-5944.

As a parent/guardian of a student at Filer High School, I am aware that my son/daughter must pass all three phases of the endeavor: Experience hours, Self-evaluation, and Presentation/Website Portfolio, in order to graduate.

I fully understand that the Senior Experience selection decision is made independently of the staff and administration of the high school but is subject to school approval. It is assumed that costs of related activities will be minimal; however, the decision concerning expenditures is up to the student and his/her parent/guardian. I, therefore, assume all responsibility for costs which might be inherent in the experience. The senior experience focus is my student's choice and will not involve any unusual risk. As guardian, I assume liability and responsibility for my student and their choice for their learning experience.

Senior Experience Acknowledgment Form

I understand that if my student does not satisfactorily complete any portion of the Senior Experience (Project, Self-evaluation, Website/Portfolio, Presentation), he/she will not graduate or participate in graduation ceremonies until completion. If students cannot make these deadlines due to extenuating circumstances, he/she may appeal the deadlines to the Senior Experience Committee prior to the due dates. The diploma will be held until successful completion of the Senior Experience.

Finally, both my daughter/son and I understand that **falsifying** or **plagiarizing** any aspect of the Senior Experience will result in failure of the Senior Experience.

Parent/Guardian Signature _____

Parent's e-mail address or phone number _____

Student Name (Please print) _____

Student signature _____



Filer High School
3915 NORTH WILDCAT WAY
FILER, IDAHO 83328
208-326-5944

Alternative Experience Letter

Do Not Put In Portfolio

Dear Parents/Guardians of Class of 2026:

As your student may have indicated to you, seniors are required to complete a Senior Future Readiness project to graduate. However, your student is interested in completing the Alternative Future Readiness project. Please be aware that if your student is doing this alternative project, if they fail to achieve the requirements for their alternative certificate, degree, etc. they will be subject to completing the original project before graduation. Below are the accepted alternative projects:

Accepted Alternative Senior Certificates: (**you will have to check with your advisor if you believe your certification falls under this category)

- 2 year technical degrees: Welding, Electrician, Plumbing, etc.
- Associates degree
- Other Certificates: CNA, EMT, Rad Tech
 - Requirements for this project stand-in:
 - Requirements for junior year:
 - Letter of intent: Formatting is different
 - Presentation
 - This Parent form/alternative acknowledgement form
 - Requirements for senior year: (if any or all that apply to you)
 - Verification of graduation
 - Transcripts
 - Professional Interview
 - Certification of program
 - Degree/Diploma (potentially)
 - Senior boards celebration presentation

One of the objectives of the Senior Project is to teach students to prioritize their time in order to meet deadlines. Due dates for the components are given many weeks in advance, and students are expected to meet them. **Not being in school on the day of a deadline does not excuse a student from the responsibility of turning the item in on the required date. The student is expected to arrange to have the item delivered to school either by a friend or a parent, or electronically.**

A successful Senior Project involves student initiative and self-discipline as well as parent and teacher

support. We hope you will become involved with your son/daughter in the Project. If we all work together, this will be one of the most rewarding experiences the students will have in high school. If you have any questions, please contact your student's Paw Track advisor at (208)-326-5944.

As a parent/guardian of a student at Filer High School, I am aware that my son/daughter must pass all of the requirements of this Alternative Future Readiness Project in order to graduate.

I fully understand that the Senior Future Readiness selection decision is made independently of the staff and administration of the high school but is subject to school approval. It is assumed that costs of related activities will be minimal; however, the decision concerning expenditures is up to the student and his/her parent/guardian. I, therefore, assume all responsibility for costs which might be inherent in the experience. The senior experience focus is my student's choice and will not involve any unusual risk. As guardian, I assume liability and responsibility for my student and their choice for their learning experience.

I understand that if my student does not satisfactorily complete any portion of the Senior Readiness Project Experience, he/she will not graduate or participate in graduation ceremonies until completion. If students cannot make these deadlines due to extenuating circumstances, he/she may appeal the deadlines to the Senior Project Committee prior to the due dates. The diploma will be held until successful completion of the Senior Project Experience.

Finally, both my daughter/son and I understand that **falsifying** or **plagiarizing** any aspect of the Project Experience will result in failure of the Senior Project Experience.

Parent/Guardian Signature _____

Parent's e-mail address or phone number _____

Student Name (Please print) _____

Student signature _____

Senior Experience Faculty Advisors

The Senior Experience faculty advisor is a key player in the Senior Experience Program. Their role is to serve as a mentor within the high school for their Senior Experience participants.

Through the guidance, insight, and constructive criticism of the advisor, the student can build a strong Senior Experience. All potential or actual problems or concerns should be reported directly to your student's faculty advisor.

Weekly advisory time is set aside for students to set up appointments to meet with their Senior Experience advisor well in advance of deadlines. The student should not rely on last minute sessions. Just as students are busy with a number of commitments during the Senior year, so are Senior Experience advisors busy with classroom work, other students, and after school meetings. Resources will be shared during advisory time, posted on Schoology during the school year, and accessible through the Senior Success website link located on the Filer High School webpage. SwiftK12 messages will also be used to communicate with seniors to share information related to Senior Experience.

A Note Regarding the Advisor-Student Partnership

The Senior Experience goal over many years has been to help students successfully transition from high school and on to a post-secondary institution or career. Through quality, hands-on experience, students will receive meaningful growth, constructive criticism and support as they transition.

Your advisors will make every attempt to assist with a quality experience. With some tinkering, most experience plans move forward to the next step. There are experience plans that may be rejected. When an experience plan is rejected, direction will be given on how the student can continue to develop a new plan. For this reason, it is critical to stay in contact with your advisor throughout the stages of your Senior Experience. Be sure to not only hand in forms on time, but meet with your advisor to continually share progress regarding your experience.

Students must meet deadlines for all of their material, so that the advisors can give students a reasonable amount of time to revise.

SENIOR EXPERIENCE COMPONENT BREAKDOWN

Senior Experience

Objective: Seniors will be able to demonstrate ability to read, research, write, listen, speak, problem solve, analyze and apply knowledge, and use skills of time management and organization.

Major Components:

Project/Career Based Experience (Student Choice)
Self Evaluation
Portfolio Website
Presentation

Portfolio Requirements (highlighted will go on the student portfolio websites):

Traditional Route

- **Student Section**
 - Résumé
 - Letters of Recommendation (2 minimum)
 - Letter of Intent (Project)
 - Mentor Form
 - Experience Verification Form
- **Writing Samples Section**
 - Project/Career Experience Interview
 - Mentor Appreciation Letter
 - Self-Evaluation Paper (3-4 pages)
- **Photos, Illustrations**
 - Captions needed
- **Digital Presentation**

Alternative Route

- **Student Section**
 - Résumé
 - Letters of Recommendation (2 minimum)
 - Letter of Intent (Certification or Degree)
 - Proof of certification or degree
- **Writing Samples Section**
 - Project/Career Experience Interview
 - Self-Evaluation Paper (3-4 pages)
- **Photos, Illustrations**
 - Captions needed
- **Digital Presentation**

The Three Main Components of the Senior Experience—An Overview

The Project/Career Based Learning Experience

~~**The experience must be one of the two choices listed.**~~

1. **CAREER EXPLORATION FOCUS** -- The project involves potential future employment. This is a 20 hour job shadowing/internship or current employment experience that involves formal guidance from a professional in the student's career field of interest. The student works with a community mentor, one-on-one, in a specific area related to the student's desired career goals and interests. Students should choose this project focus if they would like to explore a future career choice.
2. **COMMUNITY SERVICE FOCUS** -- The 20 hour project provides a verifiable service to our Magic Valley community. The student works with a community mentor to complete a service-learning project that makes a concrete and visible impact in the school or community. Students should choose this project focus if they are unaware of their future career choice, but could use their project experience on future job or college applications.

~~**Projects being done in a class will not be counted as senior projects without prior approval.**

~~**No joint projects of any kind will be permitted without committee approval.**

The Self-Evaluation

A 3-4 page self-evaluation that reflects MLA format, meets the self-evaluation requirements, and demonstrates revision until the copy is ready to be published. This paper will be submitted to and graded by the senior advisor using a common rubric.

The Portfolio Website/Presentation

A portfolio website will be compiled that includes all scanned paperwork completed along the way. The portfolio must be submitted using the Senior Portfolio Website Template.

A formal 7-10 minute presentation will be given to a board of judges and teachers—**Senior Boards**.

***Use of School Facilities**

IF YOUR PROJECT REQUIRES FUNDRAISING OR IN ANY WAY INVOLVES THE HIGH SCHOOL OR ANY OTHER BUILDING IN THE SCHOOL DISTRICT (either using school facilities or equipment or affiliated with a school group), YOU MUST FILL OUT A FACILITIES USE FORM AND HAVE IT APPROVED BY FHS ADMINISTRATION. This form is available at the high school office. It is your responsibility to get the form signed by administration, and it must be included with your letter of intent in order for your project to be approved. Any student planning to use school facilities or to sell food at school must ALSO see ADMINISTRATION for the appropriate district forms. It is the student's responsibility to submit and follow up on these forms, which can take as long as a few weeks to process. Application for facilities is not a guarantee of availability—students must check the progress of their requests.

Due Dates

Filer High School Senior Project Due Dates

**Late submissions will be 60% or below*

***Assignments are evaluated with senior experience rubrics*

****Assignments labeled "Posted" will be "Posted" and ACCESSIBLE on your website*

Parent/Student Form - NOT posted	September 18th
Project Letter of Intent - Not Posted	September 18th
Mentor Form -NOT Posted	September 18th
& Picture With Mentor - On Presentation	September 18th
Portfolio Website and Bio & Postings - Resume/Bio	October 2nd
Mentor Interview - Typed/Posted	November 6th
Project Hour Checks	
Midpoint Mentor Check (10 hours) - NOT posted	November 6th
Final Mentor Check - NOT posted	December 11th
Experience Verification Form (20+ hours) - Not Posted	December 11th
Letters	
First letter of recommendation - Posted	November 6th
Mentor appreciation letter - Posted	December 11th
Second letter of recommendation - Posted	January 29th
Self Evaluation - Posted	February 12th
Portfolio Websites	
Advisor Mid Point Check /Website/Presentation Complete	March 5th
Advisory Presentation Practice /Check	March 17th-April 30th
Faculty grading	May 4th-8th
*All website fixes made to present	May 14th
Senior Project Boards	May 18th

*All late assignments will only receive a score of 60% or below. Any extensions on the above dates must be turned in to your faculty advisor **one week before the due date**. Extensions are only for midpoint and final checks. No extension will be permitted for a due date afterwards. Even if you get an extension, you are still responsible for turning in everything except for the final verification on time. Saturday School may be assigned for any student falling behind.

Letter of Intent

Please get rid of all red lettering, bolding, or additional lettering before finalizing document.

← 1” side margin

2” top margin

1” side margin →

Project Letter of Intent Example

Date

QS (you hit Enter 4 times)

Your Advisor
Filer High School
3915 N. Wildcat Way
Filer, ID 83328

Dear Mr./Mrs./Ms. Advisor’s Last Name: **(Use a colon after the salutation)**

Paragraph 1: This introductory paragraph states the student's interest in his/her proposed career field experience or community service volunteer project that will be the focus of the senior experience based learning experience. (career field example) For my senior career project, I would like to further investigate the field of K-12 education. I am currently interested in education as a career, and am looking forward to finding out more about what is required to be successful in this field. I believe this is a good career choice for me because I enjoy working with children, and I want to help students realize their full potential.

Paragraph 2: This paragraph states the specific details about the student's proposed mentor (Mentor’s Name/Organization of Affiliation/Level of Expertise) and project timeline. It will also include what activities you plan to observe, and what you hope to learn from this experience. My mentor is Ms. Debbie Bounds, a senior English teacher at Oak Grove High School. She has been teaching for twenty years on the high school level. I will conduct my job shadowing at OGHS, primarily in Ms. Bounds' classroom on September 18 for the entire school day, 7:45 a.m. to 4:00 p.m. On that day, I will observe Ms. Bounds as she teaches three separate classes, and carries out other duties such as lesson planning.

Paragraph 3: This concluding paragraph will address understanding of project intent and development. I realize that I cannot be related to my mentor and that my mentor is considered an expert in his/her field. I understand that it is my responsibility to act as a professional when working with a professional. Due dates and mentor reports are my responsibility, and I will clearly communicate these details to my mentor.

Sincerely, **(QS after *Sincerely* for your signature)**

(Your written signature here) **(sign in blue or black ink)**

Your Typed Name

Please get rid of all red lettering, bolding, or additional lettering before finalizing document.

← 1” side margin

2” top margin

1” side margin →

Project Letter of Intent Example - This letter will be presented at Junior Boards

Date

QS (you hit Enter 4 times)

Your Advisor
Filer High School
3915 N. Wildcat Way
Filer, ID 83328

Dear Mr./Mrs./Ms./Miss Advisor’s Last Name: **(Use a colon after the salutation)**

Paragraph 1: This introductory paragraph states the student's alternative project plan. Also, discuss why you are completing this degree or certification process (i.e. interest in his/her proposed career field experience). Instead of the traditional senior project, I am going to be completing my technical degree in Welding. I have been interested in welding since I was thirteen years old when my grandfather introduced it to me in his shop on his farm. The first project we completed was a metal chicken coop frame. From there, I found out that CSI has a program that I could finish while in high school.

Paragraph 2: This paragraph states the specific details about the student's proposed mentor (Mentor’s Name/Organization of Affiliation/Level of Expertise) and project timeline. It will also include what activities you complete on a daily basis or need to complete before you finish your degree or certification. My mentor is my welding professor at CSI, Mr. Weldon Progett. In order to get my degree before graduation, I have to complete a weekly weld and have it graded and checked. I also need to pass a final test that I take at the end of the semester.

Paragraph 3: This concluding paragraph will address understanding of project intent and development. I realize that I cannot be related to my mentor and that my mentor is considered an expert in his/her field. I understand that it is my responsibility to act as a professional when working with a professional. Due dates and mentor reports are my responsibility, and I will clearly communicate these details to my mentor.

Sincerely, **(QS after Sincerely for your signature)**

(Your signature here)

Your Typed Name

Mentor Information And Evaluation Forms

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THE MENTOR

Mentors are the experts in the community who have offered or are willing to help you with your project or job shadowing. Use them. Much of the value of the Senior Experience comes via contacts with these experts.

You need to consider that the **mentor often has a busy schedule**, and while the mentor wants to be helpful and accommodate your needs, it is difficult to do so when contacts are **left to the last minute**. It is best if you keep in contact with your mentor and let her/him know **relatively often** how you are doing. Please remember these are community members, and we would like them to offer again to help.

We suggest that you consider phone etiquette when you make the initial and later contacts with your mentor. These may seem obvious, but we suggest the following:

Always begin your phone conversations telling the Mentor who you are. For example: “Hello Mrs. Jones (Mentor name), this is _____, the person whose Senior Experience you have agreed to mentor.” (Mentors are busy people who have lots of contacts—they may not remember you, at least at first. It is probably important that your Mentor have your name, address, and phone number.)

Then, it is important to determine when during the day or week your Mentor finds it best to talk with you. Try to make contact only at that time.

Try to remember to always thank your Mentor or his/her time after each contact or conversation.

Be as kind and considerate to your mentor as possible.

It is important to keep in touch with your mentor throughout the year because you will need to get signatures and approvals from your mentor. Please document each visit in your verification journal. If you have not actively worked with your mentor, the mentor may indicate that in his or her end of project letter and that, in turn, will affect your grade.

Please understand you and your mentor should work together on all aspects of your Senior Experience: Self Evaluation, Project/Shadowing, and Presentation. The mentor is the person who should know exactly what you are doing. And remember, mentors take vacations and otherwise travel. Be sure your mentor knows when you need signatures, and be sure you know when your mentor will be away. As a rule of thumb, you will see your mentor for signatures three times; you should plan to meet an additional five times (at least). Inability to contact your mentor will not excuse any due date. Choose your mentor with care and make sure he or she is available to you.

A mentor for the Senior Experience should be chosen with great care. The choice should be directly influenced by the selection criteria for the project. An ideal mentor, for example, would be a coordinator for community service or a business supervisor for a career apprenticeship. Help in locating a mentor will be given if requested. The mentor provides two essential services for the student.

1. guides the student through the project experience phase
2. signs the mentor consent form, midpoint check, and final verification form

THE MENTOR is a person who has expertise in your chosen field of interest and will serve as a resource and guide. Your mentor will also be verifying your completion of the required 20 hours. As part of the learning stretch, a student must use someone other than a family member for this project. **The mentor must be at least 21 years old, not a relative, and cannot work for Filer High School in any capacity.** Filer School District employees (outside of the high school) can be used as a mentor. Senior experience is about expanding your horizons and making community connections. On the mentor form you will include a description of your activity, a description of your mentor's qualifications, and a description of how he/she will be helping you. Mentors can only mentor one student per year. Any mentor who does not meet these requirements must receive approval from the Senior Experience Committee. Any student or mentor found knowingly violating any of the above mentor requirements will cause the student to have to redo his or her senior experience.

Filer High School
3915 NORTH WILDCAT WAY
FILER, IDAHO 83328
208-326-5944

Dear Senior Experience Mentor:

Thank you for volunteering your time and expertise. Your efforts will allow this student to demonstrate all the skills required for graduation in this culminating experience. Each student will plan and execute a project/career based experience and make a presentation about the whole process of completing the senior experience to a panel of judges.

The students have chosen projects that they are interested in and understand that it is **their responsibility** to perform the work and create the results. **You are in no way obligated to do required work for them or provide materials for them.** However, you may donate materials if you choose to. We ask you to check on their progress during the project (by filling out evaluation forms and signing the student's verification journal) to encourage the student and to ensure that they complete it on time. Enclosed in this packet you will find forms for you to complete throughout the project phase and their associated due dates. **It is the responsibility of the student to get these forms from you and turn them in on the due dates.** Please help complete the information sheet attached to this letter for our records.

Liability for injury and/or death during this experience has been assumed by the student's parents/guardian, as they have approved the student's choice. Your picture may also be used as part of the project.

You are an essential part of this effort and we appreciate your interest in our students. If you have any questions, please do not hesitate to contact Filer High school directly, 208-326-5944.

MENTOR FORM

Student: _____ **Student Phone #** _____

Mentor Name: _____ **Title/Job Description** _____

Address: _____

Work Phone #: _____ **Alternate Phone #:** _____

Mentor Email: _____

Student Project Experience Description: (to be completed by student)

General Description of Mentor's Area of Expertise: (to be completed by student)

General Description of How Mentor is Going to Assist Student: (to be completed by student)

By signing below you are certifying that you are willing to help this student and that you are in no way related to this student either by family or marital ties and not affiliated with Filer High School.

Mentor Signature: _____ **Date** _____

Filer High School
Senior Experience Midpoint 10-hr check Mentor Report/Fall Start
(To be shown to Advisory teacher by date TBD)

Student Name _____ Phone Number _____

Mentor _____ Phone Number _____

Thank you very much for the time and effort you are contributing to our student and his/her Senior Project Experience. We very much appreciate your time and energy. **Please fill out all sections below.**

Have you seen the student's Project Log/Journal Yes _____ No _____

Please respond to the following:

Has the student spent a minimum of 10 hours on their project? Yes _____ No _____

The student has conferred with me about his/her experience Yes _____ No _____

How many times have you met with your student thus far? _____

In what ways have you worked with the student? _____

The student is making satisfactory progress at this point and should be able to successfully complete the Project phase by date TBD. (The Final Verification form is due by date TBD).

Yes _____ No _____

Comments or Suggestions:

Please give a brief explanation of any concerns or questions you may have about the student's progress toward completion of his/her experience. If you have no concerns or questions, please write N/A.

Mentor Signature _____ Date _____

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Filer High School
Senior Experience Final Mentor Verification
(To be completed by date TBD)

Student Name _____ Phone Number _____

Project Description _____

As a mentor, we are asking you to verify this student's efforts on his/her Senior Project. Please answer the following questions to help us evaluate your student's project. This form refers only to the physical project. **Please fill out the form completely.**

Have you seen this student's Experience Journal? Yes _____ No _____

Has the student completed at least 20 hours on the project? Yes _____ No _____

Can you verify that he/she has completed the Experience? If you cannot, please **DO NOT** sign this form until you are assured the project is complete.

Yes _____ No _____

Your student should have been keeping contact with you with respect to the project. Comment on how he/she did in this aspect. _____

Please evaluate how this student has seemingly extended his/her learning beyond previous experience and knowledge by way of doing this project. _____

(over please)

What challenges did the student encounter and overcome in doing the project? _____

What successes have you seen this student achieve as a result of this experience?

Would you mentor a Senior Experience again? Yes _____ No _____

NOTE: If you have any questions about your student's work, please contact your student's advisor at 208-326-5944. Thank you yet again for your time and commitment. We really appreciate your efforts.

Mentor's Signature _____

Phone _____

Date _____

Participation Verification Forms FOR STUDENTS

Filer High School
3915 North Wildcat Way
Filer, Idaho 83328

What are the responsibilities of the students?

- To observe the daily activities of his or her mentor at the worksite
- To ask appropriate questions of site personnel during the experience
- To conduct him/herself in a responsible/professional manner (promptness, attire, body language, respect, confidentiality)
- To follow all safety and security policies/procedures of the worksite
- To reflect upon the experience (written and oral communication)

What are the benefits of project experience hours as part of a Senior Experience?

- Helps students to see the connection between school, work, and community
- Helps students to refine postgraduate career plans
- Allows students to see opportunities available in their local community
- Helps bolster resume/college applications
- Positive impacts both for the community and individual

What are the basic requirements of the senior project based experience?

1. Student will complete 20 hours of project experience starting no earlier than the summer before their senior year if approved as a summer project and completely completed by the end of their senior project hours if completing a fall project.
2. Student is permitted to miss school 1-2 days in order to complete the required project hours if the student is in good academic standing. Student will turn in a missing assignment form to advisor as verification that the student has spoken with all of his/her teachers regarding the upcoming absence(s) and has acquired all assignments. Absences MUST be arranged prior to date and have approval from advisor.
3. Student is not permitted to shadow parents/guardians or relatives.
4. Student is responsible for scheduling his/her project experience.
5. Transportation of the student to the project site is the responsibility of the parent/student.
6. The student must journal his/her activities/experiences at the project site.
7. Student must select the correct form (community service or job shadowing) below, based upon his/her project choice.

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FILER HIGH SCHOOL Experience Verification Form

Organization/Business Name: _____

Primary focus of organization: _____

Site Supervisor/Mentor: _____ Position: _____

Address: _____ Business Phone: _____

Community Service

Job Shadow

20 Hours -Experience Verification Form

Record of Dates and Hours (Attach extra copies of this form if more recording space is needed.)

Date	Time In	Time Out	Total Time	Activities/Duties Performed	Site Supervisor's Initials

TOTAL HOURS: _____

Please rate the student on the following:

	Above Average	Average	Needs Improvement
Personal Appearance			
Interest/Enthusiasm			
Interpersonal Skills			

Comments:

By signing this form, I verify that the above documented hours are accurate

Student Signature: _____

Date: _____

Mentor Signature: _____

Date: _____

How to do a Mentor Thank You Letter

~ 2 inch top margin ~

Date

--QS--

Mentor Name

Mentor Address

Mentor City, ID Zip Code

Dear Mr./Mrs./Ms. Mentor's Last Name:

The first paragraph should explain exactly how your mentor helped you. Be very specific as this person went out of his or her way to help you graduate. Share something specific you learned, or share about an experience you shared that you are thankful for.

The second paragraph should thank him or her profusely for all of the hard work they did. Consider adding how thankful you are again and that you will apply this experience or new knowledge in the future.

Sincerely,

--QS--(wet signature/signed in black/blue ink)

Your Name Typed

Print two copies (one to scan for your portfolio and one to be mailed from school)

Interview Forms

Interview: It is important to get to know your mentor, his/her skill set, and his/her feelings regarding his/her job. To do this, you will need to interview your mentor using the questions provided. Because you will be representing the high school when you conduct the interview, you need to look professional within the context of your mentor's profession. Set up a time to interview your mentor, and be prompt, prepared, and dressed professionally.

Interview Forms: When you conduct your interview, please use one of the following forms. You can print off a hard copy and fill it out, or you can make a copy of the interview form and fill it in with your mentor's responses. **Regardless, you will put a polished, typed copy in your portfolio.**

Interview - Job Shadowing

Name of mentor and business: _____ Date: _____

What do workers in this job actually do? _____

What are the tasks, responsibilities, risks and physical demands of this occupation? _____

What personal skills are required (i.e. patience, physical fitness, teamwork, etc.)? _____

What is the work environment like (workload, pace, people)? How does it look, sound, and smell? _____

What is the work schedule: time of day, hours per week, hours per day, overtime expected, travel? _____

What are the positive aspects of the position? _____

What are the drawbacks or downsides? _____

What formal training/education was required for your position? _____

How is the pay in this area compared to other careers? _____

Do you leave when the shift is over or when the work is done? _____

Interview - Military Exploration

Name of person/s interviewed : _____ Date: _____

In your opinion, what is the purpose of the military? _____

What are the five branches of the military that someone can join?

1. _____
2. _____
3. _____

4. _____
5. _____

What is the difference between active service, reserve units, and the National Guard? _____

What are some positive aspects of military service? _____

For you, what would be the drawback(s) of military service? _____

What is your military experience day-to-day like? _____

Would it change during deployment? _____

Why did you join your branch of the military? _____

What is one thing you would tell someone thinking about joining the military? _____

What are some of the possible career tracks you can pursue in the military? _____

Interview - Volunteer Project

Name of mentor: _____ Date: _____

Name of the organization: _____ Location: _____

What do you do in your position? _____

What are the tasks, responsibilities, risks and physical demands required? _____

What personal skills are required (i.e. patience, physical fitness, teamwork, etc.)? _____

What is the usual work environment like (workload, pace, people)? _____

What is the usual work schedule: time of day, hours per week, hours per day, overtime expected, travel? _____

What are the positive aspects of your position? _____

Are there any drawbacks or downsides? _____

Besides helping people, why do people choose to volunteer? _____

How could someone make a career out of volunteering? _____

What advice would you give someone looking to start volunteering? _____

Interview - Alternative Project

Date: _____

Name of Person Interviewing and career: _____

What do workers in this job actually do? _____

What are the tasks, responsibilities, risks and physical demands of this occupation? _____

What personal skills are required (i.e. patience, physical fitness, teamwork, etc.)? _____

What is the work environment like (workload, pace, people)? How does it look, sound, and smell? _____

What is the work schedule: time of day, hours per week, hours per day, overtime expected, travel? Is it flexible, consistent, manageable? _____

What are the positive aspects of the position? _____

What are the drawbacks or downsides? _____

What formal training/education is required or would you recommend? _____

If you could go back, would you take the same path again? _____

How is the pay in this area compared to other careers? _____

How is your field changing, and what trends should someone entering it be aware of? _____

What advice would you give to someone entering this field in the next few years? _____

Self-Evaluation Form

Senior Experience Self-Evaluation Outline—This form should help you formulate your MLA-formatted three-four page self-evaluation paper. The self-evaluation paper will be posted on your website. *This form is to help you write the paper; please do not put your self-evaluation into this format. Remember that your senior advisor will grade and require revision until your final draft exhibits all necessary rubric components.*

- Include/Describe your senior experience IN DETAIL.
 - Where was your senior experience fulfilled?
 - How many total hours did you spend on your senior experience?
 - What date did you start?
 - What date did you finish?

- Identify/Describe who your mentor was and his or her experience or expertise.
 - How did your mentor contribute to your senior experience?
 - Include a personal story related to mentor/experience
- What are three things you learned from this senior experience itself (job shadow/service hours)? (Explain in detail & impacts)
 - 1.
 - 2.
 - 3.

- What are three things you learned from organizing and preparing materials for your senior experience? (Explain)
 - 1.
 - 2.
 - 3.

- Did your senior experience turn out the way you planned? Explain
- What would you do differently if you could start all over? Explain.
- What was the most interesting/challenging aspect of your senior experience? Explain.
- What did you learn about yourself through the senior experience & how will it impact your future? Explain.

Portfolio/Website and Presentation Requirements

Senior Experience Digital Portfolio Requirements

The following is the order of contents for your Senior Experience Portfolio. These are **all required**, and your final portfolio will not be accepted without all of these elements. This portfolio will be created online using the Senior Experience Website Template.

- **Student Section (must be a divided section)**
 - Résumé - includes references
 - Letters of Recommendation - 2 minimum (Only 1 FHS Employee Letter) signed or digitally verified

- **Writing Sample Section (must be a divided section)**
 - Mentor Interview - complete and developed answers
 - Mentor Appreciation Letter - 2 paragraphs, thanks the mentor, signed in blue/black ink
 - Self-Evaluation Paper (3-4 pages)

- **Photos, Illustrations (must be a divided section)**

Well documented visual verification of your project experience phase (pictures of you actually doing your project) as well as any expenses which should be typed up and listed. If you received donations or plan on donating, document all of the money. Include any applicable receipts. If any of your photos contain images of children under 18 years of age, you must have parental permission to use the photos. Use the photo consent form found in the appendix of the handbook. Please include captions on your photos. One of your photos should be of you WITH your mentor.

- **Website Functionality & Overall Appearance**

All documents must be visible and accessible by anyone viewing. The appearance of the website should be visually appealing with fairly plain backgrounds and no words overlapping pictures

Your Portfolio Website is due to your advisor by date March 6th, 2025

****Exceptions will not be made!! Any portfolio website not prepared by this date will receive a zero for half of the portfolio grade making it impossible to pass the portfolio website. It will also make it extremely difficult to pass your senior experience as the portfolio website is roughly 50% of your senior experience grade.**

PHOTO/VIDEO RELEASE FORM

I hereby give permission for images of my child, captured during
_____ (Student Name) **Senior Experience**
_____ (Event) through video, photo and digital camera, to be
used solely for the purposes of **Filer High School's Senior Experience** promotional
material and publications.

Name of Participant (please print): _____ **Age:** _____

Name of Parent/Guardian (please print): _____

Parent/Guardian's Signature: _____

Date: _____

Filer High School
3915 N. Wildcat Way
Filer, ID 83328
208-326-5944

****Make copies for all participants under the age of 18 years old.
Copies will be placed in the portfolio to verify permission.**

Senior Experience Presentation Requirements (Rubric at end of manual)

For the presentation portion of the experience, you will be giving a seven to ten minute presentation to a community panel of judges. We recommend reviewing the grading rubric to assist with practice.

Length: No less than seven and no more than ten minutes.

Purpose: To present what you have learned through this whole process, some things you might want to consider covering in your presentation: (*These are things to cover in your presentation; do not use this as a template for what the title of each slide should be.*)

- Personal Introduction (on website)
- Website walkthrough (choose three docs to highlight/showcase)
- Presentation intro: Introduce your career/community experience - capture audience's attention – what was it, why did you choose it, career link/purpose, the more interesting the story the better (be specific and creative in capturing your audience's attention)
- Who was your mentor/qualifications and what did he/she contribute to your project? (Consider sharing why you chose this person as your mentor and your gratitude.)
- Explain details of your project/career experience
- What did you learn about yourself during this experience? (be specific)
 - What struggles/obstacles did you encounter—how did you overcome them?
 - Did your project experience feel productive/purposeful? (again, avoid negativity and focus on the positives)
 - What might you change if you did it again?
 - Memorable moments!
- A definite conclusion summarizing all of your work and learning and thanking those who helped you
- ***What to include on slides:*** Visual presentation of your learning
 - Photographs of you during your experience
 - Consider using video/audio/animations for more impressive display of experience
- Be prepared to answer any questions from judges

*You must speak for 70% of your presentation. In other words, you can't just show a video of your experience the whole time. This is an assessment of your speaking abilities.

*You must dress in business attire, the same as for graduation. Business attire includes solid colored slacks, khakis (no blue denim), collared shirts, blouses with either a skirt or slacks, or a dress (No T-shirts or sweatshirts.) Participants are to wear dress shoes. **Anyone who may have difficulty getting appropriate attire please let the building counselors know.** See rubric for further expectations.

*Plan on showing up at least 10 minutes earlier than your scheduled presentation time.

*Our primary concern is judging your senior experience. No family, friends, or other visitors will be allowed to watch or video the presentations to guarantee that you have the least stressful environment possible.

Scoring Rubrics

Digital Portfolio Grading Rubric

Name _____

	Excellent	Good	Average	Fair	Poor	Grade Earned
Resume & Letters of Recommendation	15	14-11	10	5	0	
	The resume is neat, clean, professional and error free. There are <u>references</u> included. At least <u>two letters of recommendation</u> that are <u>signed and/or digitally verified</u> .	All required components are included (resume with references, and two letters of recommendation signed and/or digitally verified), but has some errors.	One of the required components (resume with references, and two letters of recommendation signed and/or digitally verified) is missing. Errors are distracting.	Two of the required components (resume with references, and two letters of recommendation signed and/or digitally verified) is missing. Errors are too distracting.	Resume and/or letters of recommendation are not visible / accessible.	
Letter of Intent	15	14-11	10	5	0	
	The letter identifies the <u>mentor</u> and their <u>expertise</u> , and is <u>signed by the student in blue/black ink</u> .	All required components are included (mentor name, expertise, and signed in blue/black ink) but has some errors.	One of the required components (mentor name, expertise, and signed in blue/black ink) is missing.	Two of the required components (mentor name, expertise, and signed in blue/black ink) is missing.	Letter of intent is not visible / accessible.	
Mentor Forms	15				0	
	Mentor form is complete, in presentable form, and is signed by the mentor.				Mentor form is not complete or turned in.	
Experience Verification Form	15				0	
	Experience verification form is complete, in presentable form, and signed by the mentor.				Experience verification form is not signed and turned in.	
Mentor Appreciation Letter	15	14-11	10	5	0	
	The letter is formatted in a <u>professional</u> manner and free of errors. It is at least <u>two paragraphs</u> in length, gives <u>thanks to the mentor</u> , and <u>signed by the student in blue/black ink</u> .	All required components are included (professional format, two paragraphs, thanks the mentor, and signed in blue/black ink) but has some errors.	One of the required components (professional format, two paragraphs, thanks the mentor, and signed in blue/black ink) is missing.	Two of the required components (professional format, two paragraphs, thanks the mentor, and signed in blue/black ink) is missing.	Mentor appreciation letter is not visible / accessible.	

Continued on back

	Excellent	Good	Average	Fair	Poor	Grade Earned
Mentor Interview	15	14-11	10	5	0	
	Interview responses are <u>developed and complete</u> . The responses are <u>typed</u> neatly, in <u>presentable format</u> and free of errors	Interview responses are developed, typed, and presented in format. Some errors are evident.	One of the required components (developed and complete, typed, and in presentable format) is missing.	Two of the required components (developed and complete, typed, and in presentable format) are missing.	Mentor interview is not visible / accessible.	
Self Evaluation Paper	This grade will be out of 50 points and will come from a separate rubric. This grade will be determined by the grade level and provided by the advisor.					
Photos	20	15	10	5	0	
	All stages of the experience are thoroughly documented through <u>photos</u> and <u>captions</u> or another form of visual aid. A picture of the <u>student WITH their mentor</u> is included. Permission forms for underage photos are included as applicable. All money is documented as applicable.	Experience is well documented through photos and captions or another form of visual aid. Photo of the student WITH their mentor is included, but applicable documentation is missing.	Photo of the student WITH their mentor is not included, however the experience is well documented through photos and captions or another form of visual aid.	Minimal documentation of the experience through photos and captions or another form of visual aid.	Photos are not visible / accessible.	
Website Functionality	20	15	10	5	0	
	Organized with four sections and visible documents/photos. Student shows familiarity and functionality of the site with ease.	Organized with four sections and links to documents/photos. Student shows familiarity and functionality.	Sections are evident and student is able to show documents/photos. Errors are evident.	Student does not seem familiar with website or visible documents/photos shared. Errors are evident.	Student is not familiar with website.	
Opinion & Appearance of Portfolio	20	15	10	5	0	
	Digital portfolio is professional. It visually shows pride of ownership and accomplishment. Includes sections, scanned submissions, docs, photos, and all submissions are visible, clean, neat, and well organized.	Digital portfolio is professional and includes sections, scanned submissions, docs, photos, and all submissions are visible, clean, neat, and well organized.	Digital portfolio is organized and includes sections, scanned submissions, docs, photos, and most submissions are visible, clean, neat, and error free.	Visible components, errors, no pride of ownership evident.	Obvious missing components and errors.	
					Total Points	

YOUR POINT TOTAL = _____/200 = _____%

GRADE BREAKDOWN = 70% MINIMUM TO PASS A = 200-180 // B = 179-160 // C = 159-140

Category	Score 5	Score 4	Score 3	Score 2	Score 1-0
MLA Format	<p>No errors in the following: *heading includes name, advisor name, class, and due date on left side *header with last name and page number on top right of each page *TNR, 12 pt font *double spaced</p>	<p>One error in the following: *heading includes name, advisor name, class, and due date on left side *header with last name and page number on top right of each page *TNR, 12 pt font *double spaced</p>	<p>Two errors in the following: *heading includes name, advisor name, class, and due date on left side *header with last name and page number on top right of each page *TNR, 12 pt font *double spaced</p>	<p>Three errors in the following: *heading includes name, advisor name, class, and due date on left side *header with last name and page number on top right of each page *TNR, 12 pt font *double spaced</p>	<p>Four or more errors in the following: *heading includes name, advisor name, class, and due date on left side *header with last name and page number on top right of each page *TNR, 12 pt font *double spaced</p>
Experience Details	<p>Includes all of the following: *Beginning and end dates of the experience *Location of the experience *Total hours spent *Basic overview of experience</p> <p>*Written together in a fluid and well-thought manner</p>	<p>Missing one of the following: *Beginning and end dates of the experience *Location of the experience *Total hours spent *Basic overview of experience</p> <p>*Written together in a somewhat fluid and well-thought manner</p>	<p>Missing two of the following: *Beginning and end dates of the experience *Location of the experience *Total hours spent *Basic overview of experience</p> <p>*Writing feels a little choppy, but is still organized</p>	<p>Missing three of the following: *Beginning and end dates of the experience *Location of the experience *Total hours spent *Basic overview of experience</p> <p>*Writing is choppy and poorly organized</p>	<p>Missing four or more of the following: *Beginning and end dates of the experience *Location of the experience *Total hours spent *Basic overview of experience</p> <p>*No clear organizational method or transitions; poorly written</p>

Category	Score 10	Score 9-8	Score 7-6	Score 5-3	Score 2-0
<p>Mentor</p> <p><i>This category could span multiple paragraphs</i></p>	<p>Includes all of the following: *mentor name *mentor's position/title *mentor's years of experience or expertise *specific details or a personal story related to the mentor</p> <p>*Written together in a fluid and well-thought manner</p>	<p>Missing one of the following: *mentor name *mentor's position/title *mentor's years of experience or expertise *specific details or a personal story related to the mentor</p> <p>*Written together in a somewhat fluid and well-thought manner</p>	<p>Missing two of the following: *mentor name *mentor's position/title *mentor's years of experience or expertise *specific details or a personal story related to the mentor</p> <p>*Writing feels a little choppy, but is still organized</p>	<p>Missing three of the following: *mentor name *mentor's position/title *mentor's years of experience or expertise *specific details or a personal story related to the mentor</p> <p>*Writing is choppy and poorly organized</p>	<p>Missing four or more of the following: *mentor name *mentor's position/title *mentor's years of experience or expertise *specific details or a personal story related to the mentor</p> <p>*No clear organizational method or transitions; poorly written</p>

Category	Score 10	Score 9-8	Score 7-6	Score 5-3	Score 2-0
Learning from the Experience <i>This category could span multiple paragraphs</i>	Includes all of the following: *three specific things that were learned *detailed description of each thing learned *how this new understanding impacts the senior *Written together in a fluid and well-thought manner	Missing one of the following: *three specific things that were learned *detailed description of each thing learned *how this new understanding impacts the senior *Written together in a somewhat fluid and well-thought manner	Missing two of the following: *three specific things that were learned *detailed description of each thing learned *how this new understanding impacts the senior *Writing feels a little choppy, but is still organized	Missing three of the following: *three specific things that were learned *detailed description of each thing learned *how this new understanding impacts the senior *Writing is choppy and poorly organized	Missing four or more of the following: *three specific things that were learned *detailed description of each thing learned *how this new understanding impacts the senior *No clear organizational method or transitions; poorly written
Learning from the Organization / Preparation of the Experience <i>This category could span multiple paragraphs</i>	Discusses all of the following: *finding and communicating with the mentor *completing documents and paperwork *meeting deadlines *creating the webpage *Written together in a fluid and well-thought manner	Missing one of the following: *finding and communicating with the mentor *completing documents and paperwork *meeting deadlines *creating the webpage *Written together in a somewhat fluid and well-thought manner	Missing two of the following: *finding and communicating with the mentor *completing documents and paperwork *meeting deadlines *creating the webpage *Writing feels a little choppy, but is still organized	Missing three of the following: *finding and communicating with the mentor *completing documents and paperwork *meeting deadlines *creating the webpage *Writing is choppy and poorly organized	Missing four or more of the following: *finding and communicating with the mentor *completing documents and paperwork *meeting deadlines *creating the webpage *No clear organizational method or transitions; poorly written
Overall Self-Evaluation / Self-Reflection <i>This category could span multiple paragraphs</i>	Discusses all of the following: *most interesting aspect *most challenging aspect *what the senior would change if they could redo the SE *what the senior learned about themselves through this SE and how it may impact their future *Written together in a fluid and well-thought manner	Missing one of the following: *most interesting aspect *most challenging aspect *what the senior would change if they could redo the SE *what the senior learned about themselves through this SE and how it may impact their future *Written together in a somewhat fluid and well-thought manner	Missing two of the following: *most interesting aspect *most challenging aspect *what the senior would change if they could redo the SE *what the senior learned about themselves through this SE and how it may impact their future *Writing feels a little choppy, but is still organized	Missing three of the following: *most interesting aspect *most challenging aspect *what the senior would change if they could redo the SE *what the senior learned about themselves through this SE and how it may impact their future *Writing is choppy and poorly organized	Missing four or more of the following: *most interesting aspect *most challenging aspect *what the senior would change if they could redo the SE *what the senior learned about themselves through this SE and how it may impact their future *No clear organizational method or transitions; poorly written

Total: _____ / 50 (Deduct 50% if length requirement is not met - 3-4 pages with one full paragraph at least on the 3rd page)

Senior Experience Presentation

Name _____

	Excellent	Good	Average	Fair	Poor	Grade Earned
Attire	A (5)	B (4)	C (3)	D (2)	F (1)	
	Student is dressed in attire used in a professional setting, much nicer than expected (no blue jeans)	Student is dressed neatly. (no blue jeans)	Student is dressed neatly in clothing a step above regular school clothes	Student was dressed in regular school clothing.	Student showed up and attire was questionable.	
Personal Intro/Digital Portfolio Walk-Through	A (5)	B (4)	C (3)	D (2)	F (1)	
	Student has a detailed personal intro; highlights at least 3 documents & are all documents visible.	Student has an average personal intro, highlights 2 documents and most documents are visible.	Student intro is vague, explains 1 document and has some documents visible.	Student's personal intro states name. Struggles to locate documents and several documents aren't visible.	Student attempts personal intro. Portfolio isn't accessible.	
Presentation Introduction	A (5)	B (4)	C (3)	D (2)	F (1)	
	Introduction is well prepared, states the purpose of the presentation and "captures" the audience	Introduction is adequately prepared, states the purpose of the presentation	Introduction implies the purpose of the presentation	Introduction fails to indicate the purpose of the presentation	There is no introduction to the presentation	
Mentor Reflection	A (5)	B (4)	C (3)	D (2)	F (1)	
	Student definitely reflects on value of the mentor's contribution and thanks the mentor	Student somewhat reflects on value of the mentor's contribution and thanks the mentor	Student reflects on either the value or the contribution or thanks the mentor but omits one or the other	Very little reflection from the student about the mentor's contribution or thanks	No mention of the mentor's contribution to the project	
Reflection Statements	A (5)	B (4)	C (3)	D (2)	F (1)	
	Presentation is filled with self-discovery clues such as "I learned", "I never knew statements", struggles/successes, etc.	Presentation includes self-discovery clues such as "I learned", "I never knew statements", struggles/successes	Presentation includes some self-discovery clues such as "I learned," "I never knew statements", struggles/successes.	Presentation includes at least one self-discovery clue such as "I learned", "I never knew statements", struggles/successes	Presentation includes no self-discovery clues.	

Continued on back

	Excellent	Good	Average	Fair	Poor	Grade Earned
Conclusion	A (5)	B (4)	C (3)	D (2)	F (1)	
	Conclusion effectively summarizes overall project experience and postgraduate plans are shared.	Conclusion adequately summarizes but speaker does not promote postgraduate plans.	Conclusion is vague.	Conclusion is minimal in summarizing the presentation.	Conclusion is either absent or fails to summarize presentation.	
Organization	A (5)	B (4)	C (3)	D (2)	F (1)	
	Presentation is original, extremely well organized and flows logically from beginning to end.	Presentation is well organized and flows logically from beginning to end.	Presentation is organized and flows logically from beginning to end.	Presentation shows some organization but lacks a logical flow from beginning to end.	Presentation is unorganized and lacks a logical flow from beginning to end.	
Visual Aids	A (5)	B (4)	C (3)	D (2)	F (1)	
	Student uses multiple audio and/or visual aids and slides show impressive effort of creation.	Student uses multiple visual aids that show attention to detail with no errors.	Student uses a visual aid that shows some effort of creation but has some visible errors.	Student uses visual aid that shows very little effort of creation.	Student uses no audio or visual aids.	
Speaking Skills	A (5)	B (4)	C (3)	D (2)	F (1)	
	Student enunciates well, makes appropriate word choices, uses transition, makes good eye contact with the judges, and speaks with great enthusiasm and conviction not relying on notes.	Student enunciates, makes appropriate word choices, uses transition, makes good eye contact with the judges, and speaks with some enthusiasm and conviction relying very little on notes.	Student enunciates, makes good word choices, uses transition, makes some eye contact with the judges, and speaks with enthusiasm and conviction but relies heavily on notes.	Speaking techniques show a definite weakness in appropriate word choice, use of transitions, eye contact, and speaking with enthusiasm and conviction almost exclusively from the presentation.	Speaker uses inappropriate word choice, lacks transitions, makes no eye contact, and shows a lack of enthusiasm and conviction. The student speaks mechanically reading from the presentation.	
Judges' Questions	A (5)	B (4)	C (3)	D (2)	F (1)	
	Student impressively answers all questions fluently and confidently.	Student answers all questions fluently and confidently.	Student answers most questions fluently and confidently.	Student answers some questions but lacks fluency and confidence.	Student answers some questions but is vague and unprepared.	
					Total Points	

A = 45-50 // B = 35-44 // C = 25-34 // D = 15-24 // F = 10-15

***Students need a C to pass the presentation and MUST meet a time of 7-10 min.**