

**LESSON GOALS:**

- To prepare for students' Student-Led Conferences
- Scheduling conferences with parents
- Visit from Holmes

ESSENTIAL QUESTION:

- Am I prepared for my Student-Led Conference?

MATERIALS NEEDED:

- **Senior Presentation Introduction** (*In student's portfolios*)
- **Planning a Senior Presentation Handout** (*In student's portfolios*)
- **Senior Presentation Evaluation Rubric** (*In student's portfolios*)
- **Student portfolios**
- **Grade Tracking Sheet and student grades** (*In Portfolios*)

CLASSROOM ACTIVITIES:

1. **Planning for SLC.** Students should be working on organizing their portfolios and practicing their Student-Led Conference with a partner. Continue to remind students to use the **Senior Presentation Introduction, Planning a Senior Presentation, and Rubric** handouts.
2. **Outline and Note cards.** Students must show these to you before their presentation. It is a required grade.
3. **Grade Tracking Sheet.** Have students update the sheet to reflect current grades.
4. **Administrator visit.** Dave should be coming around to remind seniors of the requirements our school board has set to walk at graduation.

STUDENT PRODUCTS:

- **Prepare for Presentations.** Students should begin their draft outlines for their presentations.

SENIOR PRESENTATION INTRODUCTION



WHAT IS A SENIOR PRESENTATION?

All students in Washington State must complete a **culminating project** to graduate. The project must:

- Encourage students to think analytically, logically and creatively and to integrate experience and knowledge to solve problems.
- Give students a chance to explore a topic in which they have a great interest.
- Offer students an opportunity to apply their learning in a “real world” way.

In addition, as part of the culminating project, each student must have the opportunity to demonstrate essential skills through reading, writing, speaking, production and/or performance.

Students at Navigation 101 schools may be asked to complete a Senior Presentation based on their portfolios to satisfy the culminating project requirement.

WHAT ARE THE REQUIREMENTS FOR THE SENIOR PRESENTATION?

Seniors will be assessed as either ‘proficient’ (the required level for graduation) or ‘distinguished’ in their senior presentations. Two elements must be completed to earn a ‘proficient’ ranking; three elements must be completed (all of the highest caliber) to earn a ‘distinguished’ ranking.

REQUIRED FOR ALL STUDENTS:

- **Completed Portfolio.** Your portfolio must be complete. It must be well organized and must include all contents outlined in your annual portfolio checklists. You must earn a ranking of either ‘proficient’ or ‘distinguished’ on your portfolio.
- **Oral Presentation.** You will be asked to present your portfolio – and your plans for the future – in a 12-minute presentation to a panel of advisors and community members. You will be assessed on your preparation, appearance, introduction, poise, communication skills, and your ability to demonstrate the contents of your portfolio and their relationship to your plans for life after graduation. You must earn a ranking of either ‘proficient’ or ‘distinguished’ on your presentation.



PLANNING A SENIOR PRESENTATION



Your senior presentation is the culmination of your time in high school. It will demonstrate that you have accomplished what is required to graduate and that you are prepared for the future. Your presentation should include who you are, what is best about you, your academic achievements, your goals, and your plans for next year.

PREPARATION

- Find out where and when you are to present.
- Organize your portfolio so you know where everything is located.
- Prepare an outline or note cards for your presentation.
- Rehearse - you will have **only** 12 minutes - use your limited time effectively and efficiently.

APPEARANCE

- Your personal appearance affects your credibility. You should wear business clothing – a suit or other workplace-appropriate dress outfit. No revealing necklines, shorts, flip-flops, etc.
- You can earn a Proficient ranking without business clothing, but you cannot earn the Distinguished ranking.

ORAL PRESENTATION

Introduction

- Greet and introduce your guests, and make eye contact with each person.
- Smile, be enthusiastic & confident.
- Introduce yourself by saying your name and that you are happy to be there.
- Tell your guests the purpose of your presentation: that you will be presenting your accomplishments from high school and your goals for life after graduation.

Poise

- Be well prepared.
- Avoid distracting mannerisms and filler words (such as tugging at your hair).
- Be enthusiastic.
- Stand/sit straight and with confidence.
- Make eye contact with each of your guests sometime during your presentation.

Communication Skills

- Speak clearly, don't mumble or speak too quickly or softly. Remember that your audience should be able to hear and understand what you say.
- Rehearse – practice for a friend or for your parents.
- Speak in complete sentences – do not use “umm” or “like.”



PORTFOLIO CONTENT

Please use your presentation to answer the following questions. Use your portfolio to show evidence to support your presentation.

Academic Development *(What have I accomplished in high school?)*

- How did you decide which courses to take during high school? *You might want to show your most recent Four-year Plan and discuss how and why you chose key courses.*
- How have you used information about your own strengths and weaknesses to improve? *You might want to show your most recent Academic Inventory or discuss your progress over time.*
- What have you accomplished? *You may want to show work you are proud of.*

Career Development *(What do I want to do in the future? How will I get there?)*

- What are you planning to do next year? What have you done – such as taking the right courses or applying to college – to achieve that plan? *Please share your HS & Beyond Plan.*
- Have your goals for the future stayed the same since freshman year or have they changed? Why? *You may want to share your Career Reflection, if you wrote one.*
- What has most influenced your plans for the future? *You might want to talk about a job shadow or meeting someone in an interesting career – whatever influenced you most.*

Personal and Social Development *(Who am I?)*

- What extracurricular activities have you been involved with in and out of school? *(You might want to talk about how your activities reflect who you are.)*
- What awards and honors have you received? *(Share any awards you've collected.)*
- How have you served your school and community? *(Discuss your volunteer service.)*

Conclusion

- Summarize your goals for the future.
- Conclude your presentation, your audience should know you are done.
- Ask your guests if they have any questions, and then answer the questions as well as you can.
- Thank your guests for their time!



SENIOR PRESENTATION EVALUATION RUBRIC



DIRECTIONS: Students are expected to be proficient in each of the following areas. Please evaluate each student's performance in each area. Share these results with each student at the conclusion of his or her senior presentation.

Student: _____ **Grade:** _____ **Advisor:** _____

RATING	Distinguished	Proficient	Below Proficient (Comments)
Introduction	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Introduces parents to teacher <input type="checkbox"/> Provides personal introduction <input type="checkbox"/> Explains purpose of presentation <i>(Must have 2 boxes checked)</i>	
Appearance	<input type="checkbox"/> Wearing business-professional clothing, groomed appearance	<input type="checkbox"/> Clothing is acceptable <i>(Must have box checked)</i>	
Poise	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Has acceptable posture <input type="checkbox"/> Makes eye contact <input type="checkbox"/> Shows enthusiasm and confidence <i>(Must have 2 boxes checked)</i>	
Communication Skills	<input type="checkbox"/> 5 of 5 boxes checked	<input type="checkbox"/> Has appropriate voice quality <input type="checkbox"/> Uses proper grammar <input type="checkbox"/> Paces self, doesn't rush <input type="checkbox"/> Shows preparation (including a well organized portfolio) <input type="checkbox"/> Uses minimal filler words <i>(Must have 4 boxes checked)</i>	

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SENIOR PRESENTATION EVALUATION RUBRIC, Cont'd.

RATING	Distinguished	Proficient	Below Proficient (Comments)
Academic Development <i>(What have I accomplished in high school?)</i>	<input type="checkbox"/> 5 of 5 boxes checked	<input type="checkbox"/> Relates and explains course choices to long-term goals <input type="checkbox"/> Discusses how he or she used information about strengths and weaknesses to improve academically (gives/shows examples) <input type="checkbox"/> Clearly discusses academic achievements and shows examples <input type="checkbox"/> Uses portfolio to thoroughly back up presentation <input type="checkbox"/> Annual Academic Goals sheet shown and discussed <i>(Need 4 of 5 boxes checked)</i>	
Career Development <i>(What do I want to do in the future?)</i>	<input type="checkbox"/> 4 of 4 boxes checked	<input type="checkbox"/> Shares all parts of High School and Beyond Plan and other items that explain next year's plan (applications, etc.) <input type="checkbox"/> Discusses and shows development of goals throughout high school and exploration of goals and careers <input type="checkbox"/> Shows and explains Career Exploration Reflection <input type="checkbox"/> Shares the influence for his or her future goals <i>(Need 3 of 4 boxes checked)</i>	
Personal & Social Development <i>(Who am I?)</i>	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Discusses involvement in activities and how they relate to personal interests (shows examples) <input type="checkbox"/> Mentions honors or awards received and discusses why those honors were merited (shows examples) <input type="checkbox"/> Discusses volunteer service and lessons learned <i>(Need 2 of 3 boxes checked)</i>	
Conclusion	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Provides a short summary statement <input type="checkbox"/> Nicely concludes presentation (required) <input type="checkbox"/> Answers questions promptly <i>(Need 2 of 3 boxes checked)</i>	

Please circle student's rating: Distinguished Proficient Below Proficient



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