

# Senior Internship Castle View Mentor Handbook



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## Internship Program Overview

Welcome to the Castle View High School Senior Internship program! Although senior internships are not new to the Douglas County School District, the nature of the 21<sup>st</sup> century school reform implemented at Castle View High School make internships an integral part of the curriculum. The program is designed as a capstone of the student's academic experience.

Incorporating an internship experience is important to Castle View High School's R<sup>3</sup> philosophy: *Relationships, Rigor and Relevance*. One of the most important skills in life is the ability to collaborate with other people. The program provides an opportunity to build a strong mentoring *relationship* with a teacher at Castle View High School as well as a career professional at the internship site. Internship mentors provide a model for real world problem solving and standards of excellence. Contacts made during the internship open doors to future educational and career opportunities.

*There are high spots in  
all of our lives and most  
of them have come about  
through encouragement  
from someone else.  
– George M. Adams*

The internship is a *rigorous* educational experience requiring the student to think critically and demonstrate what he/she has learned and can do using authentic assessments. This program supports the goals of the Douglas County School District to create responsible citizens who contribute to society through the use of critical thinking, self-motivation, application of knowledge and skills, demonstration of leadership and embracing ethical principles.

The internship experience bridges the gap between classroom experiences and actual work environment. The *relevance* of course work can be understood when academic content is applied to real world problems and situations.

### Benefits of Internships

Each of three stakeholder groups benefit from an effective internship program:

#### *Students*

- Receive guidance and feedback from adult mentors
- Explore future career choices
- Develop desirable work habits and attitudes
- See relevance of classroom learning
- Gain specialized learning experiences that could not be provided in the classroom

#### *Community/Businesses*

- Encourage young adults to stay in local community
- Invest from the ground up to grow a valuable workforce
- Share expertise
- Develop partnerships with schools
- Mentor young adults while gaining valuable human resources

### *School*

- Expand curriculum
- Apply academic content to practical work situations
- Prepare students for world of work
- Develop partnerships with the community

### **Program Parameters**

Internships are available to senior students who:

- Are on track for graduation
- Demonstrate good attendance and mature and responsible behavior
- Have completed courses and earned grades to support internship placement
- Have completed the program application and interview process

Other program highlights:

- Internships are unpaid to provide a wider and more professional range of placement opportunities. Unpaid internships allow DCSD to cover worker's compensation coverage for students.
- Each student is responsible for providing his/her own transportation.
- Most internship students are released from school two periods a day for nine weeks.
- Those who qualify may combine release time an administrative option to provide for travel or additional time at the internship site.
- Students receive 1.0 credit for documenting 120 hours of classroom instruction and internship site experience and the successful completion of required assignments and activities.
- Most internships are one term in length.
- Internships may be repeated one time at the same or a different location upon successful completion of the first session and permission of the Internship Coordinator and internship site mentor.

### **Castle View Mentors**

Each internship student will select a staff member at Castle View High School as a mentor. The responsibility of the Castle View High School mentor is to serve as a resource to assist and/or provide feedback to the student in selecting and developing a project and preparing the paper, project and oral and visual presentation. Specific Castle View Mentor Responsibilities include:

- Sign Castle View Senior Internship Training Agreement
- Mentor no more than one other intern during the term
- Meet with each intern on at least two times during the term and assist student in writing the paper, selecting and preparing the project and/or preparing the oral and visual presentation
- Give assistance and encouragement to the student during the course of the internship
- Attend Sponsor Appreciation Day and evaluate the oral and visual presentation and project using a rubric
- Evaluate the reflective paper using a rubric

## **Internship Administrator/Assistant**

The internship program is under the direction of an Internship Administrator/Assistant at Castle View High School whose job it is to organize the recruitment and selection of interns, facilitate placement of interns in appropriate internship sites, conduct a weekly seminar, and act as a liaison between the intern, the intern's parents, the internship site mentor and the Castle View mentor teacher. The Internship Administrator/Assistant will conduct periodic visits to the internship site to confer with the intern and/or mentor.

## **Training Agreement**

The Castle View High School Training Agreement is signed during the first week of placement and submitted to the Internship Administrator/Assistant at the first seminar session. The training agreement outlines the responsibilities of all the stakeholders involved in the program and their intentions to fulfill the conditions of the agreement. A copy of the signed agreement is provided to each party.

## **Products: The 5 Ps of the Senior Internship**

### *Placement*

Internship placements are made based on students' personal qualities, performance histories, areas of career focus or interest, and academic preparation. Implied in a student's placement is another P: *participation*. Students must take an active role in their internships, and act as more than casual observers of their chosen field of work.

### *Paper*

A reflective paper documenting the internship experience demonstrates the student's ability to generate a professional-quality paper following Castle View High School guidelines. The internship site mentor and the Castle View mentor may assist and/or provide feedback to the student in writing the paper during the course of the internship. At least one week prior to Sponsor Appreciation Night the student provides the completed paper to their CV mentor for final grading. The Castle View mentor evaluates the paper using a rubric. The intern must receive a passing grade. If a failing grade is received the paper is revised and re-submitted until a passing grade is earned.

### *Project*

The project demonstrates the convergence of knowledge from academy course work, internship site experience and research skills to create a project related to the internship site. The project should address an essential question related to the internship site. The project proposal must be approved by the Castle View and internship site mentors. At Sponsor Appreciation Day the project is evaluated by the presentation panel using a rubric.

The project must include documentation prepared for display and presentation using a technology-rich, visual method (with assistance from the CV mentor and the CV Media Specialist). The CV and internship site mentor assist and/or provide feedback to the student in selecting and completing the project. The intern must receive a passing grade. If a failing grade is received the project will be revised and re-submitted until a passing grade is earned.

The following are examples of topics for a senior internship project.

<u>Placement</u>	<u>Essential Question</u>	<u>Project</u>
Physical Therapy	Is gender an influence in ACL injury and recovery?	ACL rehab plan
Landscape Architecture	How are landscaping techniques adjusted in low-moisture areas?	Xeriscape plan and/or project
Elementary Education	What is the correlation between early exposure to literature and school success?	Organize a CV book drive for disadvantaged children
Entrepreneurship	What are the steps necessary in starting a franchise business operation?	Develop a business plan for a franchise business

### *Portfolio*

The portfolio is an organized assemblage of documentation demonstrating the acquisition of the educational foundation necessary for a productive life. The portfolio provides an opportunity for the student to reflect on academic and personal learning as well as accomplishments over the course of the high school experience, and to focus on post-secondary and career direction.

Portfolio development will begin during the fourth quarter of the junior year and continue through the conclusion of the internship experience. The portfolio is available for display at Sponsor Appreciation Day and is evaluated by the Internship Administrator/Assistant using a rubric. If a passing grade is not received on the portfolio, it must be re-submitted until a passing grade is achieved.

### *Oral/Visual Presentation*

The purpose of the Sponsor Appreciation Day Presentation is for the student to demonstrate a synthesis of the academy academic content, the internship experience and the project. The presentation includes a display board an oral presentation of the reflective paper and project to a panel of 3-5 professionals.

The student demonstrates proficient use of oral communication skills, the ability to complete research to support a project and present information in a rational and logical way using technology and presentation skills. The panel evaluates the project and oral and visual presentation using a rubric. The intern must receive a passing grade for all areas. If a failing grade is received for one area, it must be repeated until a passing grade is earned. Recognition is given to the internship site mentor and Castle View mentors after the presentation.

## Castle View High School Senior Internship Training Agreement

The purpose of the training agreement is to clarify the individual responsibilities of the student, the parents, the Internship Coordinator and the internship mentor concerning the internship program. Emphasis is placed on training and career development of the student.

### The Student's Responsibility is:

- To understand the purpose of the internship site is educational, that interns will be evaluated at frequent intervals during the term of the internship and that 1.0 credit will be issued for satisfactory completion and documentation of 120 hours and successful completion of **all** required activities and assignments.
- To maintain regular attendance at school, **including the weekly internship seminar** and at the internship site. If unable to report to the internship site, the student will notify the internship site mentor, the Castle View attendance office and the Internship Administrator/Assistant before the scheduled internship time. The student will follow school check-out and check-in procedures outlined by the Internship Coordinator. Do not report to the internship site on days absent from school unless prior arrangements have been made with the Internship Administrator/Assistant.
- To accept responsibility for all transportation needs and to conform to all school and state regulations regarding vehicle operation, registration, licensing and auto insurance. The student agrees not to transport or ride with other students to the internship site.
- To demonstrate honesty and integrity in regard to money, time and attendance while enrolled in the senior internship program and keep all matters at the internship site confidential.
- To provide accurate time logs and reports to the Internship Administrator/Assistant at the weekly seminar.
- To accept responsibility for personal behavior and its consequences and to follow the policies set forth in the Castle View High School Student Handbook, the Douglas County School District Code of Conduct and the Castle View High School Senior Internship handbook and the rules, regulations and policies of the internship site.
- To consult the Internship Administrator/Assistant as soon as possible about any problems or concerns and not to resign from an internship site without consultation with the Internship Administrator/Assistant, internship mentor and parents.
- **To acknowledge that school credit may not be issued if the student is dismissed from his/her internship or quits his/her internship, does not document the required 120 hours and/or does not successfully complete all the required assignments and activities.**

I understand that failure to comply with any portion of the above agreement may be considered grounds for suspension and/or dismissal from the program and loss of school credit.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

### The Internship Administrator/Assistant Responsibility is:

- To provide an open line of communication and act as liaison between the parent, student and internship site.
- To visit and communicate with the internship site to discuss the progress and evaluate the student intern.
- To work closely with the student to facilitate completion of required assignments and activities.
- To conduct weekly seminar sessions to discuss work related issues, answer questions and address problems and concerns.
- To provide verification to the internship site mentor of the school district's assumption of Workman's Compensation responsibility for unpaid interns.
- To maintain accurate records and assign a final grade.
- To notify the internship site in advance, if possible, if the status of the intern changes.

I have read and agree to work closely with all stakeholders to provide a meaningful internship experience.

Administrator/Assistant Signature \_\_\_\_\_ Date \_\_\_\_\_

**The Parent/Guardian's Responsibility is:**

- To assume full responsibility for the student's unsupervised release time and if applicable the transportation from school to the internship site and from the internship site to home.
- To contact the Internship Administrator/Assistant, not the internship site mentor when problems or questions arise concerning the student's internship.
- To contact the Internship Administrator/Assistant with information of any medical conditions.
- To guarantee the student maintains auto insurance as per state requirements.
- To attend a parent/student orientation meeting prior to the beginning of the internship
- To support and encourage the student to fulfill the responsibilities of the internship.

I have read and understand the agreement entered into by my son/daughter and agree to be a supportive member of the team.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

**The Internship Site Mentor's Responsibility is:**

- To provide a variety of supervised experiences that will contribute to the student's awareness of the career field and the development of good work habits, attitudes, skills and knowledge.
- To provide an orientation session for the student.
- To collaborate with the Administrator/Assistant in making appraisal/evaluation of the student's performance.
- To involve the Administrator/Assistant and the student in discussions if problems arise.
- To verify the weekly time log with a signature.
- To assure the student will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex or disability.
- To acknowledge that the Administrator/Assistant, by showing just cause, has the right to withdraw the student at any time from the internship.
- To serve as a resource for the student in writing the final paper and selecting and completing a project and to approve the final project proposal.
- **To participate on the presentation panel for the intern at Sponsor Appreciation Day.**

I have read and agree to provide a safe place for the student and will provide learning opportunities in a variety of work place situations.

Internship Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**The Castle View High School Mentor's Responsibility is:**

- To mentor no more than one other intern during the term.
- To meet with the student at least two times during the term and assist the student in writing the final paper, selecting and preparing the project and/or preparing the oral and visual presentation.
- To give assistance and encouragement to the student during the course of the internship.
- To grade the student's Senior Internship reflection paper using the rubric provided.
- **To attend Sponsor Appreciation Day, be a member of the presentation panel and evaluate the student's project and oral/visual presentation using the rubrics provided.**

Castle View High School Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

**Castle View High School  
Senior Internship Program  
Castle View Mentor Meeting Documentation**

Based on the agreement between the intern and mentor, at least two meetings are required during the course of the internship. For frequent contact may occur by mutual agreement of the intern and the CV mentor. Please document the meetings below. If during the course of the internship you have questions or concerns, please contact the Internship Administrator/Assistant.

Intern Name \_\_\_\_\_

Meeting Date 1 \_\_\_\_\_

Length of Meeting \_\_\_\_\_

Summary

CV Mentor Signature \_\_\_\_\_

Meeting Date 2 \_\_\_\_\_

Length of Meeting \_\_\_\_\_

Summary

CV Mentor Signature \_\_\_\_\_

Meeting Date3 (optional) \_\_\_\_\_

Length of Meeting \_\_\_\_\_

Summary

CV Mentor Signature \_\_\_\_\_

**Castle View High School  
Senior Internship Program  
Project Proposal**

Intern Name \_\_\_\_\_ Internship Site \_\_\_\_\_

CV Mentor \_\_\_\_\_ Internship Mentor \_\_\_\_\_

Essential Question: \_\_\_\_\_

\_\_\_\_\_

Project Proposal/Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Technology:** Explain how you will use technology to present your project at Sponsor Appreciation Night.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Project Relevance:** Explain why you chose the project, how it is related to the essential question and how it will benefit you, your internship site, your school and/or community

\_\_\_\_\_

\_\_\_\_\_

**Rigor:** Explain what research you will complete, what you will learn from this project and how this project challenges you academically.

\_\_\_\_\_

\_\_\_\_\_

**Collaboration:** Explain what assistance you will need from your mentors. \_\_\_\_\_

\_\_\_\_\_

**Castle View High School  
Senior Internship Program  
Project Proposal**

**Castle View Mentor**

The project proposal is

\_\_\_\_\_ approved

\_\_\_\_\_ approved with the following changes

\_\_\_\_\_ project needs additional clarification in the following areas.

resubmit with revisions

\_\_\_\_\_ project does not meet criteria because:

resubmit revised proposal for approval

\_\_\_\_\_  
CV Mentor

\_\_\_\_\_  
Date

**Internship Mentor**

The project proposal is

\_\_\_\_\_ approved

\_\_\_\_\_ approved with the following changes

\_\_\_\_\_ project needs additional clarification in the following areas.

resubmit with revisions

\_\_\_\_\_ project does not meet criteria because:

resubmit revised proposal for approval

\_\_\_\_\_  
Internship Mentor

\_\_\_\_\_  
Date

## Reflective Paper Guidelines

- Address all required questions (this should result in a paper of 6 to 10 pages in length).
- A title page is not necessary, but complete identifying information must be included on page 1 (your name, course name, course instructor's name, the title of the paper, and the date), and subsequent pages must be labeled with your name and the page number.
- Google MLA guidelines for more information.

Answer the following pertinent questions in 6 separate paragraphs using acceptable grammar, spelling, punctuation and sentence structure. **Be thorough in your answers to each question, including specific examples to support your answers.** Refer to your orientation to site assignment, essays, internship site management and mentor interview report and your portfolio to compile your answers. A break is provided between sets of questions to indicate where paragraph breaks can be made.

- What is the name and location of your internship site?
  - Describe the organization's history and development.
  - What product or service does your organization provide? If a product is produced, show an example; if a service is provided show an advertisement, pamphlet or brochure
  - What is the projected growth for your organization in the next 10 years?
  - How is the organization and its employees involved in the community?
- 
- Who was your internship sponsor and what was his/her position and responsibility in the company?
  - What is his/her educational background and employment history?
  - Acknowledge other individuals with whom you spent time and explain their role in the organization and how they assisted you in your internship experience.
- 
- Describe your internship responsibilities, activities and experiences.
  - What aspect of your academic preparation was most relevant and helpful to you during your internship experience?
  - How did your personality, abilities and aptitudes meet the requirements of your internship site?
  - Give specific examples of your observation of and/or application of decision making based on critical thinking.
- 
- Give specific examples of your observation of and/or application of ethical principles such as honesty, integrity, respect and responsibility.
  - Give specific examples of your observation of and/or application of leadership skills.
  - Give specific examples of your observation of and/or application of the motivation to continue learning.
  - What has the internship taught you about being a responsible citizen?
  - Explain the relevance of your academic course work (math, science, social studies, communication, arts and technology) to your internship.
- 
- What is the essential question and answer your research and project revealed? Explain your project in detail.
  - Why did you select this particular project idea?
  - What planning, organization and collaboration was needed to complete the project?
  - What research was used and how does it support your project?
  - What did you learn from the project?
  - How have you applied and shared what you learned from your project to benefit you, your internship site, your school and/or your community?
  - How does the project demonstrate critical thinking, acquisition and application of academic knowledge and skills from your academy experience as well as from the internship site?
- 
- What is your present career goal?
  - What are your post-secondary education plans?
  - Why did you choose to do an internship?
  - How did the internship affect your feelings about pursuing this career are

## **Sponsor Appreciation Day Schedule** **Revised October 11, 2010**

Interns will remain in the building the day prior to Sponsor Appreciation Day. During their assigned internship release time they will meet with the Internship Administrator/Assistant in the computer lab at the back of the library. At that time the oral presentation including the technology piece and the visual presentation board will be shown and the oral presentation and technology piece practiced. The portfolio progress and completed and graded paper and final evaluation will be shown. Any remaining time will be used to complete necessary items for Sponsor Appreciation Day or practice the presentation.

### **Day Prior to Sponsor Appreciation Day – 3 hours will be credited to required 120 hours required for internship if in attendance during required time**

Internship Release Time – Meet in computer lab at the back of the library

### **Sponsor Appreciation Day – 4 hours will be credit to required 120 hours required for internship if in attendance during required times**

11:20 – 12:45 – Preparation for Internship Evaluation

- Set up display board and portfolio in assigned presentation room
- Test computer technology
- Snack provided in Post Grad

12:45 – 1:30 – Public review of internship display board and portfolio in assigned presentation room

- Be present at your display board and portfolio to answer questions and discuss your internship experience

1:30 – 2:30 Internship Evaluation

- Each intern has 15 minutes to orally present his/her paper, project and visual presentation board
- At the end of the presentation the intern is open to questions from the panel and/or observers
- Interns are grouped in presentation rooms by academy and/or internship site career area
- Presentation panel consists of 3-5 professionals and may include CV mentor, internship site mentor, community members, CV staff, including members of the intern's academy, school board members, school officials and/or experts in the career area
- Panel members evaluate the project and oral and visual presentation using rubrics provided
- Following the presentation, the intern introduces and thanks site and CV mentor and presents certificates and thank you letters
- Interns are required to remain in the assigned presentation room until all interns have presented and mentors are recognized, unless special permission to leave is given by internship administrator/assistant
- Failure to attend the public viewing and/or evaluation session will result in a 0 being recorded for the portfolio, oral and visual presentation and project evaluation. Excused absences will be granted for illness (documented by a doctor's note) or death in the family. In the case of an excused absence, the individual presentation will be rescheduled.

2:30 – 3:00

Turn in portfolio with all assignments, time cards, final evaluation and completed and graded paper at Mrs. Jossi's office

Turn in display board at Mrs. Jossi's office

Return computer to the computer cart

Return presentation room to original arrangement

## Oral Presentation of Reflective Paper and Project Rubric

Evaluator: Please place points awarded for each area in the space provided in the category box.

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

CATEGORY	4	3	2	1
<b>Attire</b>	Business casual, very professional look.	Business casual.	Business casual, but was somewhat unkempt.	General attire not appropriate for audience (jeans, t-shirt, shorts, flip flops, tennis shoes).
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes and maintains eye contact with everyone in the room during the entire presentation.	Stands up straight and attempts to establish and maintain eye contact during the presentation.	Lacks good posture and fails to establish and maintain eye contact during the presentation.	Slouches and/or sits on a chair or at or on the desk and does not look at people during the presentation
<b>Enthusiasm</b>	Facial expressions, body language and voice demonstrate a strong interest and enthusiasm about the topic in others.	Facial expressions, body language and voice sometimes demonstrate interest and enthusiasm about the topic in others.	Facial expressions, body language and voice attempt to generate enthusiasm, but seems somewhat contrived	Lack of facial expressions, body language and voice to demonstrate interest in the topic.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but additional rehearsal would have improved the presentation.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student is not prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly with sufficient volume to be heard by the audience throughout the entire presentation.	Speaks clearly and distinctly with sufficient volume to be heard by the audience during most of the presentation.	Speech lacks clarity and volume making it difficult for the audience to hear the entire presentation.	Often mumbles or can not be heard or understood by the audience the majority of the time.
<b>Vocabulary</b>	Uses extensive vocabulary and terms learned during internship. Extends audience vocabulary and knowledge by defining words and acronyms that might be new to the audience. Avoids the use of slang and generalities such as "stuff", "like", "you know."	Uses vocabulary and terms learned during internship. Extends audience vocabulary and knowledge by defining words and acronyms that might be new to the audience. Uses some slang or generalities such as "stuff", "like" "you know".	Uses limited amount of vocabulary or terms learned at the internship. Fails to define or explain words or acronyms that might be new to the audience. Language includes slang and generalities.	Fails to use vocabulary or terms learned at the internship. Audience vocabulary and knowledge is not extended. Frequently uses slang and generalities.

<b>Content (see attached content list)</b>	Shows a full understanding of the topic. Address all required topics	Shows a good understanding of the topic. Addresses most of the required topics	Shows a good understanding of parts of the topic. Addresses some of the topics.	Does not seem to understand the topic very well. Addresses few of the required topics.
<b>Time-Limit</b>	Presentation is 13-17 minutes long.	Presentation is 11-12 or 18-19 minutes long.	Presentation is 9-10 or 20-21 minutes long.	Presentation is less than 9 minutes OR more than 21 minutes.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed about the topic.	Student is able to accurately answer most questions posed about the topic.	Student is able to accurately answer a few questions posed about the topic.	Student is unable to accurately answer questions posed about the topic.
<b>Use of Technology</b>	Presentation demonstrates student's ability to use current technology at an advanced level	Presentation demonstrates student's ability to use technology at a high level.	Presentation demonstrates student's ability to use technology.	Presentation lacks use of technology
<b>Total Points x5</b>				

## Visual Presentation Board Evaluation Rubric

Evaluator: Please place points awarded for each area in the space provided in the category box

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

CATEGORY	4	3	2	1
<b>Title</b>	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the presentation board.
<b>Attractiveness</b>	The presentation board is exceptionally attractive in terms of color, design, layout, and neatness.	The presentation board is attractive in terms of color, design, layout and neatness.	The presentation board is acceptably attractive though it may be a bit messy.	The presentation board is distractingly messy or very poorly designed. It is not attractive.
<b>Labels</b>	Required elements on the presentation board are clearly labeled with labels that can be read from at least 3 ft. away.	Required elements on the presentation board are clearly labeled with labels that can be read from at least 3 ft. away.	Required elements on the presentation board are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR required elements were not labeled.
<b>Required Elements of Content (see content elements attached)</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
<b>Graphics and Lettering</b>	The graphics and lettering used on the presentation board are computer generated and reflect an exceptional degree of student creativity in the creation and/or display.	The graphics and lettering used on the presentation board are computer generated and reflect student creativity in the creation and/or display.	Some graphics and lettering used on the presentation board are computer generated, but lack creativity and professional appearance.	The graphics and lettering used on the presentation board are not computer generated and lack creativity and professional appearance.
<b>Mechanics and Grammar</b>	Capitalization, punctuation and grammar are correct throughout the presentation board.	There is 1 error in capitalization, punctuation and/or grammar	There are 2 errors in capitalization, punctuation and/or grammar.	There are more than 2 errors in capitalization, punctuation and/or grammar.
<b>Total Points x 5</b>				

## Project Evaluation Rubric

Evaluator: Please place points awarded for each area in the space provided in the category box.

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

CATEGORY	4	3	2	1
<b>Originality of Presentation</b>	Project presentation shows a large amount of original thought. Ideas are creative and inventive.	Project presentation shows some original thought. Work show new ideas and insights.	Project presentation shows little evidence of original or creative thinking.	Project presentation shows no evidence of original or creative thinking.
<b>Essential Question</b>	Essential question is clearly stated and answer is clearly evident at end of presentation.	Essential question is stated and answered by end of presentation.	Essential question is vague and answer is unclear at end of presentation.	Essential question is not stated or answered.
<b>Articulation of Content</b>	Presentation explains the project in depth with details and examples. Project knowledge is excellent.	Presentation includes essential information about the project. Project knowledge appears to be good.	Presentation includes information about the project. Project knowledge is fair.	Presentation includes minimal information about the project. Project knowledge is lacking.
<b>Evidence of Research and Collaboration</b>	Project shows extensive, in-depth research and collaboration.	Project shows good research and collaboration.	Project shows minimal research and collaboration.	Project shows no research and collaboration.
<b>Evidence of Learning</b>	The project demonstrates a high level of rigor and academic challenge. Application of knowledge and skills from academic and internship experience is evident.	The project demonstrates an academic challenge and application of knowledge and skills from academic and internship experience.	The project shows limited rigor and academic challenge. There is some application of knowledge and skills from academic and internship experience.	The project lacks rigor and academic challenge. There is little application of knowledge and skills from academic and internship experience.
<b>Related to Internship Site Experience</b>	The project topic is highly relevant to the internship site experience.	The project is relevant to the internship site experience.	The project is somewhat relevant to the internship site experience.	The project is not relevant to the internship site experience.
<b>Contribution</b>	The project strongly benefits the internship site, the school, the community and/or the student.	The project has some benefit to the internship site, the school, the community and/or the student.	The project has minimal benefit to the internship site, the school, the community and/or the student.	The project lacks benefit to the internship site, the school, the community and/or the student.
<b>Total Points x 5</b>				

The essential question of the project is

The answer to the essential question is

## 6+1 Trait Writing Model: Reflective Paper Evaluation

Evaluator: Please place points awarded for each area in the space provided in the category box.

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

CATEGORY	4	3	2	1
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure. Sentences sound natural when read aloud. Each sentence is clear and easy to understand.	Most sentences are well-constructed with varied structure. Almost all sentences sound natural when read aloud, but a few are stiff and awkward or difficult to understand.	Most sentences are well-constructed but have a similar structure. Most sentences sound natural when read aloud, but some are stiff and awkward or are difficult to understand.	Sentences lack structure and appear incomplete or rambling. Sentences are difficult to read aloud because they are awkward, repetitive or difficult to understand.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details and concluding sentence.	Most paragraphs include introductory sentence, explanations or details and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>Adding Personality (Voice)</b>	The writer seems to be writing from knowledge or experience. The author has personalized the ideas.	The writer seems to be drawing on knowledge or experience, but there is a lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to deliver the information in a personal way.
<b>Focus and Support of Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

<b>Sequencing (Organization)</b>	Introduction is inviting and previews the paper. Details are placed in logical order and hold the interest of the reader. Conclusion is strong and summarizes the writer's purpose.	Introduction states the main topic and previews the paper. Details are placed in a logical order, but the way in which they are presented makes the writing less interesting.	Introduction states the main topic, but does not adequately preview the paper. Some details are not in a logical or expected order, and this distracts the reader. The conclusion is recognizable, but does not fully summarize the paper.	There is no clear introduction. Many details are not in a logical or expected order. There is little sense that the writing is organized. There is no clear conclusion.
<b>Amount of Information</b>	All topics in each paragraph are addressed and answered thoroughly. Student adds additional information not required.	All topics in each paragraph are addressed and answered thoroughly.	Most topics in each paragraph are addressed and answered. More detail could be provided.	Some of the topics are not addressed and answered. There is a lack of detail.
<b>Total Points x 5</b>				

Castle View Mentor Signature \_\_\_\_\_ Date of Grading \_\_\_\_\_