

+Senior Expo Presentation Rubric

Senior's Name _____ Evaluator (circle one): Faculty guide Junior Community Member
CIRCLE THE RESPONSE THAT BEST REFLECTS ACHIEVEMENT . PLACE COMMENTS BELOW.

Lifelong Learner The student. . .

Stated post-high-school plan(s). YES NO

Presented and cited research done around his/her talent/interest. (At least 3) YES NO

Displayed, highlighted, and explained a significant academic experience. YES NO

Effective Communicator The student. . .

Spoke in a microphoned voice that was easily understood by the audience. YES NO

Organized & displayed artifacts for easy viewing and understanding. YES NO

Had effective, error-free visual aides (posters, charts, graphs, etc.). YES NO

Responsible Citizen The student. . .

Stayed within a minimum of 7 minutes and a maximum of 15 minutes. YES NO

Focused on a purposeful topic with a clear beginning, middle, & end. YES NO

Dressed professionally. (No Jeans or Shorts) YES NO

Critical/Creative Thinker The student. . .

Explained unique visual aides/artifacts in addition to displaying them. YES NO

Offered a personalized presentation that held the audience's interest. YES NO

Offered an individualized presentation to convey interests, talents, goals. YES NO

Healthy Contributor The student. . .

Displayed service verification form and read a portion of it. YES NO

Explained what was learned from the service project in the reflection. YES NO

Explained how the service was of value to the community in the reflection. YES NO

Overall Presentation

I believe the administration should grant credit for this Expo. YES NO

One impressive part of this exposition was. . .

One thing that could have been strengthened in this exposition was. . .



Lake Mills Community School
102 South 4th Avenue East
Lake Mills, IA 50450-1628



Dear Seniors:

This letter is to inform you of your participation in the Senior Exposition this year. The purposes of the Senior Expo are to:

- celebrate the K-12 years of learning at LMCS by researching and showcasing a special talent/interest of each member of the graduating class
- communicate each individual's talent/interest through a creative multimedia exhibition
- connect each student's roles as a learner, a family member, a community member, and a worker through service learning
- provide a meaningful experience allowing each student to demonstrate her/his mastery of the skills necessary for success in work and life: lifelong learning, effective communication, responsible citizenship, critical/creative thinking, and healthy contribution

Please reserve the date of Thursday, March 2, 2023 for the Senior Expo. You will be assigned an individual time to present. The evening will begin at 6:00 p.m. and will continue until all seniors have completed their presentations. You will also be asked to invite your family and friends; in addition, students and staff from grades K-12 and other community members will be invited to attend.

It is important to note that this senior task is evaluated by giving a "Credit" or a "No Credit" grade rather than the traditional "ABCD" grade. The reason for this is to provide a more "real-life" feeling to the project, and to establish a climate where all students feel safe to take the risk of exploring new technologies and creating a unique display.

This "Credit" grade will not have any effect upon grade point average or class rank. It will meet one of the requirements for graduation from LMCS. If you do not meet satisfactory requirements, you will re-do your project until you achieve success.

Please do your personal best in this project. See you at the Expo!

Sincerely,

Chris Rogne
LMCS Superintendent

Members of the
LMCS Board of Education

Senior Expo

Individual Assignment: Your task is to create and present a “Special Talent/Interest” multimedia exhibition that will include components of research and service to others. This presentation will be a minimum of seven minutes and a maximum of 15 minutes. As you do this, follow this framework for a portfolio exhibition:

My project is a selection from the collection of my talents/interest/work that provides an opportunity for my personal reflection on my strengths and areas to be strengthened. With additional research, this gives me added direction for my life after graduation from LMCS. In the pursuit of this goal, I will also complete a component of service to others.

Group Assignment: Your task is to work collaboratively to make Senior Expo a successful community celebration. You will be expected to complete committee work as assigned.

Purposes:

- ✓ Students will identify, explore, research, and self-assess their talent/interest(s).
- ✓ Students will reflect on talents/interests in service to others.
- ✓ Students will celebrate their K-12 learning by demonstrating the indicators of success for LERCH (see LERCH rubric).
- ✓ Students will demonstrate how their knowledge will be used to shape their futures.
- ✓ Students will experiment with a variety of presentation modes and technology, self-assess the best method(s) to fit audience and purpose, and incorporate selected techniques into their work.
- ✓ Students will demonstrate LERCH in implied ways rather than in a direct fashion during their presentation.
- ✓ Students will demonstrate pride and respect for LMCS and their fellow students.

Audience:

LMAMA (Lake Mills Area Ministerial Association) LMCS Board of Education Parents Family members

Business/Industry Leaders Community members All Staff (Administration, educators, support staff) Legislators/Public Officials Other Pre-K - 12 Students College Reps./Admin.

Graphic News, Central Rivers AEA, Iowa Department of Education Others by special Invitation Juniors (Seniors will serve as models for the Junior Class)

NOTE: The invitation committee will take special care to make sure that invitations are not duplicated. Juniors will attend the night of Expo, so no additional invitation is needed. LMCS staff will be invited by placing one invitation in each building level office, and giving one invitation to support staff directors. Individual seniors who choose to invite a staff member to their Expo should do so verbally rather than through a written invitation.

Frequently Asked Questions – “FAQ’s”

NOTE: Senior Expo research must include a minimum of three different sources from print, online, and/or personal contact research. Also, be sure to ask questions throughout the process to plan for success.

Q: *What are some of the research methods that could be used to meet the requirement of 3 sources?*

A: Methods include but are not limited to: print sources, on-line sources, internet sites, telephone inquiries, personal interviews, research studies including experiments/ surveys/data gathering, etc. The only limitation is your own critical/creative thinking! Share ideas with your faculty guide/classmates to stimulate your thinking.

Q: *Is it enough to just report the new information found through research?*

A: Not quite. It is also necessary to discuss what you learned from the new research. If you do a survey or an experiment, you would be expected to reflect on what was learned. If you do interviews/surveys/other data gathering, you would be expected to make conclusions from the data you collected.

You must cite at least 3 resources.

Q: *How do I make sure that the audience knows I’ve done research?*

A: Be sure to have a topic sentence in your presentation that says, *My research included...* and *What I learned from this research was. . .* (or words to that effect). Remember that community members need cues to help them focus on your presentation.

Q: *How could I use technology in my research?*

A: Using internet sources, telephone interviews, word processing, spreadsheets, databases, and other computer-assisted research methods would be good ways to develop a multimedia presentation. But remember that creating new works with a ceramics wheel, or new products with woodworking tools also is using technology/research. This “research” would include adjustments you made to reach your final product, and those adjustments would be described in your presentation. (“Tools” are technology!)

Q: *Are there minimum requirements to meet the service component?*

A: It’s hard to quantify service, which is why you need to have pre-approval from your faculty guide prior to implementing your service plan. Be sure to ask questions and be ready to explain why your project is of service to others.

Q: *What is meant by sharing a “significant academic experience”?*

A: Once again, share your plan with your faculty guide. Examples from the past include major papers and portfolios, projects from fine arts and industrial technology, performances, speeches, experiments, and mathematical work.

Q: *What do I wear to the Expo?*

A: Dress formally as you would for a job interview.

Initial Project Proposal Sheet

Directions: The topics below are the **bold-faced** headings for your **TYPED** proposal. Proposals are expected to be professionally written using these criteria: *Clear, Complete, Concise, Correct, and Compelling*. **SAVE YOUR WORK** - so you will be able to make convenient revisions! (NOTE: Also use these to prepare for brainstorming and rough draft.)

- ❖ **Bold-Faced Topics:** Put bold-faced topics into your paper as headings and then respond.
- ❖ **My special talent/interest to focus my presentation is:**
- ❖ **My service project is:**
- ❖ **What do I want to learn? At least three questions to focus my research/service are:**
- ❖ **Research I will do may include (list possible sources and methods):**
- ❖ **My post high school plans are:**
- ❖ **Artifacts, visuals, and materials I plan to use are:**
- ❖ **Other information for my faculty guide to consider in reviewing my proposal includes:**

Proposal Checklist

Your faculty guide will complete this checklist and attach it to your returned project proposal.

Student's Name _____ Faculty guide's Name _____

CLEAR

- | | | |
|---|-----|----|
| 1. The talent/interest area is clear. | YES | NO |
| 2. The service learning project is clear. | YES | NO |
| 3. The three research questions are clear. | YES | NO |
| 4. At least 3 research sources and methods are clear and cited. | YES | NO |
| 5. Use of artifacts, visuals, and materials is clear. | YES | NO |
| 6. Post high school plans are clearly stated. | YES | NO |

COMPLETE

- | | | |
|--|-----|----|
| 1. The talent/interest area is completely explained. | YES | NO |
| 2. The service learning project is completely explained. | YES | NO |
| 3. The three research questions are complete. | YES | NO |
| 4. Research sources and methods are complete. | YES | NO |
| 5. Use of artifacts, visuals, and materials is complete. | YES | NO |

CONCISE

- | | | |
|--|-----|----|
| 1. The service project description is to the point. | YES | NO |
| 2. The three research questions and process are to the point. | YES | NO |
| 3. Artifacts, visuals, materials are directly connected to Expo. | YES | NO |

CORRECT

- | | | |
|---|-----|----|
| 1. The directions for completing this proposal were followed. | YES | NO |
|---|-----|----|

COMPELLING

- | | | |
|---|-----|----|
| 1. The talent/interest is complex enough to support an Expo. | YES | NO |
| 2. The service learning project is of value and interest. | YES | NO |
| 3. The three research questions are open-ended & interesting. | YES | NO |
| 4. The research sources are creative, active, and "real world". | YES | NO |

COMMENTS:

Lake Mills Senior Expo Service Project Contract

Turn this in for faculty guide approval BEFORE beginning the project.

Service Learning Definition: Service learning is a form of real-world learning where students apply knowledge, skills, critical thinking, and concern for others. It is a method by which people learn and develop through active participation in a planned service experience.

Service Project Plan

Student Name: _____

Date: _____

Name(s) of Team Members if a group project: _____

Name of Service Project: _____

1. Describe what you plan to do, including your obligation to others:

Number of hours involved: _____ (Minimum of 5)

2. What is your justification for your project? (How will it benefit the community?)

3. As this student's community contact person, I have reviewed his/her project, and I agree with the stated description and obligations.

Signed: _____ Date: _____

4. As this student's parent(s), I (we) have discussed this project with him/her, and I (we) understand it is part of the Senior Expo service learning requirement as indicated by our signatures below:

Parent(s) : _____ Date: _____

Faculty guide's signature to indicate approval: _____ Date: _____

After-Project Verification of Service Sheet

AFTER you have completed your service project, take this sheet to your community contact person and faculty guide, so they can sign to verify that you have completed your planned service task. This completed sheet, including your answers to the questions below, must be placed on your table the night of Expo.

Name of Senior:

Brief Description of Service Project:

Hours of Service:

Our signatures below verify that the senior listed above has successfully completed his/her service project. Congratulations!

Community contact: _____ *Date:* _____

Faculty guide: _____ *Date:* _____

* **Directions:** To summarize your experiences during the service hours completed, type your detailed answers for each of the questions below. Once those questions are answered, you may add any other information. First type the **bold-faced** heading, then add your response. You will read and display your typed responses the night of Expo. Responses should be professionally written using these criteria: Clear, Complete, Concise, Correct, and Compelling.

Bold-Faced Questions: (Type the question and then give your response.)

What have you learned about service through your project?

What have you learned about yourself through your service project?

What have you learned about others through your service project?

What career opportunities have you had the opportunity to explore through your service?

What do you personally feel was most rewarding regarding your service project?

How did your service project benefit others in the community? How was it of value?

NOTE: The above responses will help you to focus your Expo presentation remarks to meet the requirement for self-reflection on your service project. You will read your reflection and display it the night of Expo.

Abstract

Assignment: After you have begun the work on your project, you will need to write an abstract of your presentation.

Details: An abstract is a summary of the essential contents of a document or a presentation. Its purpose is to “hook” the interest of the audience. For example, a nurse might write an abstract that would go into a conference booklet so that people attending that medical conference could tell whether or not his/her session would be of interest to them. Publishers often write abstracts to tell what their publications are about. Abstracts should be written in third person. Your typed, error-free abstract should be no longer than 3-4 sentences. All abstracts will be published in the program that will be distributed to the public on the night of Senior Expo.

Types and Samples of Abstracts

Quote: “Sports don’t build character, they reveal it.” Experience Bulldog athletics through a video enhanced by this presenter’s journal entries spanning a 9-12 volleyball career. Included are special appearances by current, past, and future Bulldog athletes, who share their perspectives on sports.

Statistic: Iowa is number one in the nation for literacy. This presenter will share the latest research on reading and writing, including original stories she wrote for LMCS second graders. A panel of kids is included; come hear their views on her work and her plans to become an elementary teacher!

Shocker: The number one cause of death for today’s teens is drunk driving. Information and interviews with local police, counselors, parents, and teens offer perspectives and possible solutions to the problem. Original poetry on the emotions behind the facts concludes this presentation by a prospective substance abuse counselor.

Sensory: Picture palm trees, a blue ocean, a soft breeze. . . Is this the tropics? No, it’s Lake Mills! Come view this senior’s original watercolor landscapes, and hear how he brightened the day of local senior friends with his artistic talents.

Provocative: So you don’t like motorcycles. . . If you come to this presentation, you will learn enough about cycle maintenance, operation, and safety to make judgments based on fact , not fiction. This future highway patrolman will also distribute the brochure he used in his safety talks with younger teens.

Question: Are you interested in saving the rainforest? Come to this interactive presentation for the latest research on the status of native plants and animals. Slides from this future zoologist’s trip to the region will be included, as well as information on what you can do to preserve this natural resource.

Other: Use your creativity to write an abstract that will draw people to your presentation!

WRITE YOUR ABSTRACT ROUGH DRAFT HERE:

Senior Expo

Example of Reading Your Written Reflection on Your Service Project

You may want to use this as a model for the rubric requirement. Please change it into your own words so that it fits your own personal exposition.

One of the most important parts of service learning is to think back on the experience to determine how my project impacted myself and others. To accomplish that, I have written a reflection describing my volunteer work with elementary students in my church's Sunday school program. I would like to share a short portion of that written reflection with you now:

(Read the part of your reflection that you are most proud of, taking into account the time limit for your entire Expo presentation so that you don't go over or under the total time limit. After you have finished reading the excerpt from your writing, you'll need a transition such as the one below:)

If you would like to read more of my service project written reflection, you will find it here on my display table.

Questions on these or any other requirements?

Senior Expo Dress Rehearsal Responsibilities

Your Name: _____

Name of Staff Member "Faculty Friend": _____

The purpose of the Senior Expo Dress Rehearsal is to provide a "faculty friend" who will watch each senior's presentation prior to the night of the Expo. The "faculty friend" will provide constructive feedback to ensure that each senior will meet all criteria for a successful performance. Below are the dress rehearsal responsibilities of the staff "faculty friend" and the responsibilities for each senior:

STAFF MEMBER "FACULTY FRIEND" RESPONSIBILITIES FOR EXPO DRESS REHEARSAL:

- (1) To work with the assigned senior to find a time that is mutually convenient for watching the senior's Expo presentation; this year's time frame is _____.
- (2) To complete the Senior Expo rubric as feedback for the senior's use in refining his/her presentation.
- (3) To use the Senior Expo rubric for an oral discussion with the senior on strong points of the presentation and on areas that need to be strengthened before the actual performance.
- (4) To distribute the three copies of the Expo rubric at the end of the dress rehearsal; give the white copy to the senior, the pink copy to the faculty guide, and keep the yellow copy for your use during the final run-through on Senior Expo day.
- (5) To make sure the student practices with a microphone or Phonic Ear (it's a requirement for Expo night).

SENIOR RESPONSIBILITIES FOR EXPO DRESS REHEARSAL:

- (1) To work with the staff member "faculty friend" to find a time that is mutually convenient for watching your Expo; this year's time frame is _____.
- (2) To use your "faculty friend's" feedback for refining your presentation.
- (3) To participate politely in oral discussion with your "faculty friend" on strong points of your presentation and on areas that need to be strengthened before the actual performance. (TAKE THE COMPLETED WHITE COPY OF THE EXPO RUBRIC WITH YOU TO USE IN REFINING YOUR PRESENTATION.)
- (4) To make a good effort to have most of your presentation materials ready before the dress rehearsal; for items that are not ready, to describe what they will be and to perform as though they are there.
- (5) To use a microphone in your rehearsal since you must use one Expo night.
- (6) To reserve all equipment needed for dress rehearsal at least one day in advance with LMC.

NOTE: This dress rehearsal is to help you succeed; the more prepared you are for the dress rehearsal, the more your faculty friend will be able to coach you to Expo success. Please be as complete in your dress rehearsal presentation as possible (e.g. have posters made, have all technology up and running, have artifacts, etc.)

On-line Senior Expo Reflection

NAME _____

Understanding is the gift that comes from listening...

Thanks for all of your efforts at the Senior Expo! You've done a great job showcasing not only your accomplishments but also the accomplishments of the LMCS District. Now it is your turn to help us with our learning. Please look over these questions before you come to the computer lab to complete this on-line survey the day after Senior Expo. Thanks!

The majority of the people I invited to my Expo came to my performance.

My guide did his/her part to help me as I did the work for Senior Expo.

I appreciated the group meeting before Expo began to focus our efforts for the evening.

I appreciated the information about Senior Expo at the end of my junior year so I could think ahead.

I appreciated the short meetings we had throughout the year that provided further information.

The Senior Expo required me to be self-directed as opposed to being teacher-directed.

I feel my classmates did their personal best at the Senior Expo.

I did my part to help with the group work at Senior Expo.

My classmates did their part to help with the group work at Senior Expo.

I think it was a good idea to use a service learning component in the Senior Expo.

I felt the community supported and appreciated our work on Senior Expo.

My K-12 work at LMCS adequately prepared me to meet the Senior Expo requirements.

The dress rehearsal helped me to prepare for my Expo presentation.

On a scale of 1-10, how did you do at giving your best in preparing for Senior Expo.

ONCE AGAIN, PLEASE THINK OVER THE QUESTIONS BELOW BEFORE YOU COME TO THE LMC THE DAY AFTER EXPO TO COMPLETE THIS ON-LINE SURVEY. THANKS!

Reflection Part 2

Student's Name _____ Faculty guide's Name _____

Assignment: Complete this form and turn in by the end of this class period.

Purpose: To reflect and "learn from your learning".

We need your help in improving the Senior Expo experience! Please state what you would do differently to help next year's seniors succeed.

Please state what you found helpful as you worked to meet the requirements of Senior

Expo: OTHER COMMENTS:

Thanks!

2022-23 High School Staff Faculty Guides List and Rotation Schedule

Expo Faculty Guides

Chad Eekhoff

Carlie Fritz

Bill Byrnes

Nate Sletten

Sarah Ham

Megan Steele

Bethany Zenk

Jim Boehmer

Dan Rice

9th Sponsors

Kathy Gaetzke

Cassidy Frana

Kelli Helgeson

Brook Christianson

Alex Brandenburg

Beth VanRoekel

10th Sponsors

Brody Riles

Alissa Dean

Brady Kurtz

11th Sponsors

Ranen Spies

Mady Dohlman

Linda Saxton

Possible Locations for Senior Expo Presentations

- *High School Gym - Pull out bleachers for seating (Byrnes)
- *Auditorium - Use the front stage & aud. chairs (Eekhoff)
- *Elementary Music Room (Sletten)
- *HS/MS Art Room and Elem. Art Room (Fritz)
- *HS Biology and Chemistry Rooms (Rice)
- *Library Media Center (Boehmer)
- *Ag Room (Steele)
- *Shop/Garage Area (Steele)
- *Auxiliary Gym (Ham)
- *Band and Chorus Room (Zenk)
- *Outside Locations

Note: Seven seniors will present precisely every 20 minutes. Start on time and end on time to allow guests to get there at the published time(s).

Thanks!

Senior Expo Timetable

Note: Meetings will be scheduled during lunch so that seniors and faculty guides are available.

Tuesday, October 11: Update Books and Guide Lists

Week of November 14-November 18 (Lunch meeting TBD):

Discuss components for success and do a go-round for initial Expo topics for each senior. Share ideas. Signed service contracts will be due to your guide by December 1. Students with an incomplete service contract will be assigned to Wednesday afternoon to finish.

Week of December 5-9 (Lunch time and place TBD):

Explanation of Planning Guide (p.7) and Initial Project Proposal (p. 9).

Friday, January 6 (Time and Place TBD):

Work time on rough draft using Planning Guide (p. 7) and Initial Project Proposal (p. 9). Faculty guides make “red flag” notes on seniors who don’t yet have firm Expo topics; they will be assigned to Wednesday Homework Helpproom.

Wednesday, January 18: typed proposal due to faculty guides

Typed proposals (p. 9) are due no later than January 18. Students who are not done with their proposals will be assigned to Wednesday Homework Helpproom.

Thursday, January 19 (Faculty guides only meet in room 125 at 7:30 a.m.):

Faculty guide meeting to discuss/approve initial proposals; have checklists (p.9) completed and attached to each senior’s proposal.

Friday, January 20 (Time and Place TBD):

Return/discuss proposals with attached checklists (p. 9) and give feedback as needed. Review other project progress. Faculty guides turn in list of students to Mr. Scholbrock who are not meeting timelines for proposals and/or service contracts. Extra help sessions can be arranged for students as needed.

Friday, Monday and Tuesday January 27, January 30, and January 31 (Seniors will meet with guides during Lunch): Introduce and type abstracts, peer and faculty guide edit, submit. (Students stay until all work is completed.) Each senior addresses three invitations for guests; use a phone book/phone if needed for completion of task.

Tuesday, February 7: Each staff member is assigned a senior for dress rehearsal and rubrics are distributed and explained.

Tuesday, February 7 (Work Time Periods 1-4 in LMC with signed blue slip):

Student directed work time with LMC staff support.

Mrs. Thompson reviews equipment that is assigned to each student and center.

Tuesday, February 28: DRESS REHEARSAL must be completed by 4:00 pm

Dress rehearsals completed by 4:00 central time or you will be a redo

Wednesday, March 1 (seniors & faculty guides meet in aud. for lunch with principal):

Last-minute details/instructions sheet will be discussed; any remaining questions will be answered.

Thursday, March 2: Senior Expo Day

Celebrate with Senior Expo! A noon dismissal will allow seniors and faculty guides to eat lunch together and listen to final instructions for the day. Each faculty friend will help his/her assigned senior by looking over their setup (especially checking to see that artifacts are in place), listening to one more complete "dress rehearsal" presentation, checking out any technology to make sure it is working properly, and answering any last-minute questions. Once this has been completed and all other committee responsibilities are done, each senior may leave to get ready for the actual presentation.

RETURN TO THE LMC BY 5:30 FOR A GROUP MEETING. INDIVIDUAL PRESENTATIONS WILL BEGIN AT 6:00 IN SCHEDULED AREAS.

Friday, March 3 (Seniors complete survey and reflection 8th hour in the LMC):

All seniors will complete on-line reflections (p. 19 & 20). Following this, the administrative team will review all reflections, rubrics and requirements for each senior. Letters will be prepared to send to each senior to indicate Expo success or to make arrangements to re-do the Expo presentation until success is achieved.

Wednesday, April 26:

Students who need to redo their Expo presentations in order to meet graduation requirements will perform for the K-12 faculty/staff at the in-service scheduled for this date.

Note: Other dates may be added as needed throughout the year