

Kea'au High School

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Career and Technical Education (CTE) Honors Certificate Handbook



CTE PROJECT TIMELINE

Item	Check	Due dates
Initial conference with school mentor	<input type="checkbox"/>	Second week of September
Formal Letter of Intent	<input type="checkbox"/>	Last week of September
CTE Project Proposal and Parent Consent Form both due to CTE Project Committee	<input type="checkbox"/>	No later than mid-quarter 2
Outline for research paper due	<input type="checkbox"/>	Second week of November
First draft, research paper due	<input type="checkbox"/>	First week of December
Final draft, research paper due	<input type="checkbox"/>	Second week of January
Prepare for Oral Presentation	<input type="checkbox"/>	February — March
Outline for presentation	<input type="checkbox"/>	Early February
Oral presentation	<input type="checkbox"/>	Early March

MAKE A COPY OF EACH FORM TO PUT IN YOUR PROJECT FILE.

TURN IN ONE COPY OF EACH FORM TO YOUR SCHOOL MENTOR.

Teacher / Mentor /Student - Read the following official requirements memo and timeline before approving / accepting a CTE PBA :

[CTE Honors Requirements](#)

[2024-25 CTE Honors Timeline](#)

CTE Honors Certificate Requirements

In addition to meeting the requirements for the Hawaii High School Diploma, the following must be met with a cumulative GPA of 3.0 or above:

CTE Honors:

- Completes a program of study (POS) in the same career pathway (Perkins V , 2 courses in any sequence). Note: new POS rollout is ongoing until SY 23-24
- Earn a B or better in each required program of study (coursework)
- Performance-Based Assessment (PBA) (70% or better)

- Hawaii's unique CTE Performance-Based Assessments evaluate students' ability to apply the academic, technical skills and knowledge they have learned in their CTE Programs of Study. The PBA includes three components:
 1. Technical writing (paper)
 2. Oral presentation (presentation)
 3. Performance assessment (product)

Pathway Core	Program of Study	PBA
Cultural Arts, Media and Entertainment (CAME)	Digital Design Film & Media Production	March-April
Health Services (HS)	Nursing Services	March-April
Building and Construction (BC)	Residential & Commercial Construction	March-April
Architecture and Engineering (AE)	Architecture Design	March-April
Transportation Services (TS)	Automotive Collision Repair Automotive Maintenance & Light Repair	March-April
Advanced Manufacturing (AM)	Welding	March-April
Agriculture, Forestry and Natural Resources (AFNR)	Food Systems	March-April
Hospitality, Tourism and Recreation (HTR)	Culinary Arts	March-April
Business Management, Finance and Marketing (BMFM)	Entrepreneurship	March-April
Information Technology and Digital Transformation	Programming	March-April

CTE PROJECT OVERVIEW

Description

A Performance Based Assessment or PBA is a real-world, business/industry problem-based or design-based culminating task that assesses a cluster of standards and benchmarks from CTE course standards OR standards and benchmarks from a sequence of CTE courses in a pathway program of study. Pertinent safety, health, legal and ethical guidelines must be applied in any PBA. CTE students are required to show proficiency in a program PBA to receive CTE Honors. Approved programs and sequence of courses for School Year 2024-2025 and beyond may be found in the [KHS Programs of Study Course Matrix SY 24-25](#) document (roll out sections still under construction).

Each PBA includes all three of the following components. Components are assessed using rubrics developed for, or adapted from, State CTE PBAs:

Technical writing
Oral presentation
Performance assessment

Student proficiency in the PBA is an overall score of 70%, as determined by the average of the scores of all three components.

PBAs must meet the following criteria:

Have a Depth of Knowledge (DOK) of 3 and 4 at a level of complexity that requires students to use **strategic** and/or **extended thinking**. (See [CTE Definitions, Norm Webb's Depth of Knowledge](#) and Levels of Complexity for more information.)

Be "Quadrant D" in rigor and relevant to the program being assessed. Students are asked to show their proficiency in **acquired** skills, knowledge and attitudes they have mastered through **application** by **assimilating and adapting** their use to a new scenario. (See [Rigor Relevance Framework, Quadrants](#) for more information.)

There are three acceptable options for a PBA:

Option I: Design Challenge. A Design Challenge scenario requires students to use a design process to create a solution or product that meets the needs of a client. The scenario is based on a real-world client's need or a teacher-generated client's need and includes the following elements:

The client proposes a need to the student(s) in the form of a problem or situation that requires the design of a solution or product. The client provides criteria, parameters, and specifications, including a timeline on progress checks when drafts/prototypes/models may be due prior to the final version of the solution or product.

Students collect and research background information pertinent to the design, solution, or product, and the problem or situation related to the client's need. Students communicate their findings in the **technical writing component**.

Students design their final solution/product to meet client's needs according to client criteria in the **performance component**.

Students present and propose their final solution/product to the client in the **oral presentation component**.

Option II: Skills Challenge. A Skills Challenge requires students to show their proficiency in **acquired** technical skills, knowledge and attitudes they have mastered through **application** throughout their program of study by **assimilating and adapting** their use to a new or unknown scenario situation. The scenario situation may be real-world, client/industry-based or teacher-generated and includes the following elements:

Background information and research used by students to connect technical skills and knowledge with the scenario situation are communicated in the **technical writing component**.

A scenario situation that requires students to connect, synthesize, critique, analyze, create or design by adapting the application of technical skills and knowledge as a process in the **performance component**. For example,

Students connect and synthesize technical knowledge and skills to analyze a problem or situation.

Students select and use technology, tools, equipment in analysis or using findings from analyses in proposing alternative solutions.

Students design a test to evaluate alternative solutions, implement their test, and select a solution/solutions based on their findings.

Students present their solution and process to an audience appropriate to the Skills Challenge in the **oral presentation component**.

Option III: Internship, Work-Based Learning Experience. Internships and Work-Based Learning Experiences require students to demonstrate their proficiency in technical skills, knowledge, attitudes and dispositions related to their program by their use and application at a work site. Expectations of performance and conduct are tied to program course/industry standards and agreed upon in discussion between the teacher/school-site coordinator, the student, and the participating employer/workplace. The agreements are documented and included with a Work-Based Training Plan, Appendix IV in the Hawaii Department of Education Internal Management Document attachment from Superintendent Memo, July 15, 2005.

A work site may be a private or public employer, and the work the students undertake may be paid or unpaid. All Internship and Work-Based Learning Experiences must adhere to Hawaii Revised Statutes §302A-330, -331, and -440 and follow the designated process described in the Hawaii Department of Education Internal Management Document attachment from Superintendent Memo, July 15, 2005. (See [WBL Program and Safety Training Resources Landing Page](#) documents and resources)

Internship and Work-Based Learning Experience PBAs include the following elements:

Background information, any research necessary to align program specific technical skills and knowledge connected with the Internship, Work-Based Learning Experience are communicated in the **technical writing component**.

The Internship, Work-Based Learning Experience provides a real-world opportunity for students to adapt the application of technical skills and knowledge in assigned culminating projects and work-related tasks at the work site as demonstrated in the **performance component**.

Expectations of performance and conduct are aligned to the program course/industry standards **and** General Learner Outcomes (GLOs) are discussed and agreed upon by the student, teacher/school site coordinator, and employer/workplace.

Agreed upon expectations are documented and included in the **Agreement of Expectations (Appendix III) which is signed by all parties and the Work-Based Learning Training Plan (Appendix IV)**.

Students are evaluated using a method that includes observation/demonstration rubrics based on agreed upon course/industry standards and GLOs in the Work-Based Learning Training Plan.

Students present their Internship, Work-Based learning Experience, by connecting program, industry standards and GLOs in their Work-Based Learning Training Plan with work site examples and how students demonstrated their adapting and applying skills and knowledge at the work site in the **oral presentation component**.

Quality Indicators (QIs) Met by PBAs

Standards-Based Student Learning - Curriculum

Academic and CTE teachers with postsecondary partners offer a sequence of (required and recommended) academic and CTE courses within a career pathway.

CTE teachers have clearly defined specific Career pathway Standards addressed in each course.

Curriculum is problem based and addresses complex, real-world issues having meaning for students and preparing them for post secondary and careers.

All career pathway programs of study have a...performance-based assessments known as career development events recognized by the CTE state office; students can gain relevant industry experience through co-curricular programs (internships, mentorships, directed studies, cooperative education) emphasizing industry skills training.

Standards-Based Student Learning - Instruction

Partnerships are formed between CTE students, CTE teachers, and industry partners.

Quality Student Support

CTE students... are aware of the requirements for entry into post-secondary and/or employment and prepare themselves to meet these expectations.

Organization for Student Learning

Teachers, counselors and school staff encourage students to enter into and complete career pathway programs of study that will qualify for dual credit articulated program-of-study (DCAPS) opportunities.

CTE course enrollment, student performance and other indicator data is analyzed to determine best practices and improvement efforts.

Responsiveness of System

Local secondary, post-secondary, and business partners have established partnerships...and work-based learning opportunities that meet high academic and industry skill standards.

Perkins Comprehensive Needs Assessment (CNA)

CTE System Component, Career Counseling and Advising

CTE System Component, Work-Based Learning

CTE System Component, Transferable Skills

Data, Monitoring, Evaluation and Continuous Improvement

Identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations across CTE system

Standards-based Evidence, Outcomes: Technical Writing, CCSS ELA; Performance Assessment, Hawaii DOE CTE and/or National Standards, Industry Standards; Oral Presentation, CCSS ELA

Objectives

Students will:

- Plan and implement a project to address their individual essential question.
- Integrate skills learned in various subject areas and become independent, self-confident learners.
- Work with an advisor, community mentor and/or other community resources as deemed appropriate.
- Maintain current timesheet of field research if applicable.
- Explore, develop, research, analyze and develop a comprehensive paper.
- Present their project results to an audience of their peers and/or other adult evaluators.

Initial Requirements

- Typed proposal & Letter of Intent sample letter [Sample Letter of Intent](#)
- Parent permission

- School and/or community mentor approval

Three Key Components (3 P's)

1. Paper (Inquiry-based research paper, 5-10 pages)
2. Product or Project
3. Presentation (Oral presentation before a panel)

Key to the success of your project is the assistance of a mentor. Approaching and collaborating with a school staff member should be your first task in this process. You will need to meet with this person weekly throughout the coming year.

ALL FORMS AND DOCUMENTS NEEDED FOR THE CTE PROJECT ARE NO LONGER AVAILABLE ON THE KEA'AU HIGH SCHOOL WEBSITE: <https://www.keaauhs.com/> See below for forms.

Project Choices:

The product/field work must be done on the student's own time. Product development shall be accomplished by relating an essential question to the project thesis.

Student Personal Interest—Project/Product and Action: The project/product and action associated with the student's personal interest must be related to the essential question and project thesis.

- *Problem-based (inquiry-based):* Student begins with a problem or issue and will come up with possible solutions. The research-driven thesis will be developed and the student will have to act on this thesis. (*Example:* conduct a problem-based research project or science project)

IN ALL CASES, STUDENTS SHOULD BE COGNIZANT OF THE NEED TO CHOOSE PROJECTS THAT ARE DOABLE WITHIN THE BOUNDS OF AVAILABLE RESOURCES.

Kea'au High School
PROPOSAL FOR CTE PROJECT

Student Name (print): _____ Email: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Tentative Project/field work—Explain exactly what you plan to do and how you will develop your essential question(s). You may attach additional sheets if necessary.

What **prior knowledge** do you bring to this topic/project? What do you already know about it?

What **difference** will this project make? What do you hope to accomplish and how will this project impact the community, environment, and people's lives?

RETURN THIS FORM TO YOUR TEACHER MENTOR.
MAKE A COPY OF THIS FORM TO PUT IN YOUR PROJECT FILE.

CTE PROJECT
Parent/Guardian Consent/Liability Release Form
Kea'au High School

To the Parents/Guardians of _____:

Your son/daughter is about to embark upon an exciting educational journey! The CTE Project will provide enormous benefits for your child both now and in the future. Successful completion of the CTE Project is a valuable tool in determining your child's mastery of the General Learner Outcomes and the Hawaii Content and Performance Standards.

Please take some time to discuss the project with your child, and initial each of the items below indicating that you have read, understood, and approved of each. RETURN FORM TO CTE PROJECT TEACHER MENTOR.

- _____ I approve of my child's selected research paper topic.
 - _____ I approve of my child's selected project, and understand that much of the work will be completed outside of normal school hours.
 - _____ I acknowledge that the mentor selected is at least 21 years old, and is not a relative of my child.
 - _____ I understand that all transportation for work outside of the school day is the responsibility of the student and/or parent.
 - _____ I understand that all costs and risks associated with the project are the responsibility of the student and/or parent.
 - _____ I understand that the final project must be physically at school the day of the CTE Project presentation. If the product is a service or activity, it must be documented by written affidavit, photos and/or a video.
 - _____ I understand that integrity and honesty are just as important as all other components of the CTE Project. Any suspicion that my child has plagiarized or has been dishonest in any aspect of the CTE Project process may result in a referral to the school's CTE Project Advisory Team, administration, or other appropriate authority.
 - _____ I understand that I will encourage my child to see this project through to completion as much time and effort is being put in by school staff / mentors on a "voluntary" basis
- A student will be given the opportunity for one revision of up to two components if a passing score is not received the first time.

I understand that the school, complex area, State, and their agents are not responsible for all potential risks resulting from the CTE Project. Accordingly, I release Kea'au High School, the Kea'au-Ka'u-Pahoa Complex Area, the Hawaii State Department of Education and their agents from all claims arising from any financial obligation incurred, and damage, injury, or accident suffered while my child participates in the CTE Project.

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Student Name (print): _____ Email: _____

Student Signature: _____ Date: _____

CHOOSING A TOPIC

One of the most important aspects of choosing a topic for your research and product is that you have a **learning stretch**. This stretch means that you must push yourself to go above and beyond what you already know. This project is an opportunity for you to practice skills in the 'real world' while pursuing a subject of personal interest. Selecting the idea is a personal challenge. **YOU, not your teachers, not your parents, but YOU**, get to decide. It is important to find a topic that truly interests YOU. The best projects – challenging, engaging, meaningful and fun – begin with a compelling personal, social, or environmental reason for topic choice. You must be actively engaged in the entire process and so this is your opportunity to become an explorer, artist, builder, scholar, scientist, author—whatever YOU want. Consider the following questions as you prepare to select a topic:

- What do you care about?
- Within the next three years, what do you hope to have accomplished?
- What would you like to learn more about?
- What do you wish would happen in your life, your community, the world?
- What can you do to make the World a better place?

FOCUSING YOUR PROJECT

Now that you have an idea for a topic, you will need to make sure that it is focused and **doable**. Remember, your Project and your research paper go hand-in-hand: you may be working on them simultaneously. Ask yourself these questions to focus your project:

1. What is the resource availability of your topic choice? Are there people in your community who can help you? Are there books and reliable websites about the topic?

2. How does the project fit into your time management requirements? Will you be able to complete it in the time allotted (i.e., by March of your senior year)? How much time will you have to work on it during your senior year?

3. Can you develop a strong thesis statement for your research paper that articulates an insight or position valuable enough to write about and that can be persuasively supported by evidence and analysis?

Here are some common problems that must be avoided in order for you to have a successful CTE Project:

1. Paper Topic:

- Too broad (“Global Warming”)
- Too narrow (“Recycling cans for your own personal family”)
- Too shallow (“Ways to make money through recycling cans”)
- Inappropriate (has been overdone or not enough of a learning stretch)

2. Field Work:

- Too vague
- Age/Legal Barriers
- Too complex or insufficient background
- No hands-on activity: “hanging out” or merely observing is not enough of a stretch
- Dangerous
- Transportation problems

Sample Projects / Research Topics

[IET Topic](#)

[NR Topic](#)

[Sample NR Technical Writing Component](#)

Kea'au High School
ACADEMIC HONESTY POLICY

Kea'au High School is committed to the principles of academic integrity. Students are responsible for upholding the highest standards of honesty at all times. Examples of activities in violation of the KHS academic integrity policy include but are not limited to the following:

1. Cheating

- Acquiring or providing answers for any assigned work or examination from an unauthorized source.
- Working or collaborating with others on an assignment when paired or group work has not been specifically assigned by the teacher.
- Looking at another person's paper during an examination
- Using a "cheat sheet" or other unauthorized notes during an exam or quiz.
- Providing the contents of an examination or quiz to another person who will be taking the examination or quiz.

2. Plagiarism

- Failing to acknowledge and cite all sources utilized in a project.
- Using the ideas, data, or language of another without acknowledgement.
- Turning in work which has been copied or purchased in whole or in part from other individuals or sources including the internet.

If a student is found in violation of the Academic Integrity policy, they will be given a zero on the assignment and referred to their counselor.

Kea'au High School
CTE PROJECT RESEARCH PAPER GUIDELINES

Your research paper should be a **problem-based research product**. It must be related in some way to your Project field work. **Biographical, career exploration, informational, how-to papers, or previously submitted papers will not be accepted.**

*Student-mentor agreements

1. Before beginning your research paper, and while completing your research, you will develop a **THESIS STATEMENT, due on _____**. (Mentor to determine)

The Thesis Statement:

- is a short paragraph statement about the topic being examined.
- is specific and clear.
- states your opinion.
- is arguable (there are other viewpoints).
- is supportive with evidence from your research and your own analysis.

2. The next step is an **OUTLINE and list of Authentic SOURCES, due on _____**. (Mentor to determine)

The outline is a plan for what is going to be in your research paper, i.e.:

1. Introduction/thesis
2. Supporting point 1
 - a) Possible detail
3. Supporting point 2
 - a) Possible detail
4. Supporting point 3
5. Conclusion

The list of Sources does not have to be in proper APA format at this point; it is simply a draft.

3. The RESEARCH PAPER must consist of the following:

- Title page
- Five-ten pages (2,000-3,000 words) of narrative; full page graphics do not count in page requirements
 - First line of each paragraph must be indented 5 spaces
 - Must include in-text parenthetical citations
- Works cited page
 - Minimum of 5 sources
 - Sources need to be peer reviewed, and from various modalities/genres
- APA format
 - Entire paper (with possible exception of title page) should be typed in 12 pt. font, double-spaced, Times New Roman or Ariel
 - One-inch margins all around
 - Page numbers and last name in upper right corner required (use header and footer function).

RESEARCH PAPER RUBRIC
 (Points given need not be in whole numbers; decimals may be used)

	Advanced 4	Proficient 3	Partially Proficient 2	Novice 1	SCORE
Form (APA)					
MANUSCRIPT FORM (Typing/spacing, page number/order, heading/title)	No errors	Two or fewer errors	Four or fewer errors	Five or more errors	
DOCUMENTATION	All in-text citations and works cited page are APA correct, all researched info documented	A few minor errors in documentation and works cited page, all researched info documented	Some errors in documentation and works cited page, more citations of researched items are needed	Many errors in documentation, works cited page, inadequate amount of citations to support position	
BIBLIOGRAPHY (Annotated for at least five typed entries)	No errors	Two or fewer errors	Four or fewer errors	Five or more errors	
Mechanics, Usage, Grammar					
SENTENCE FLUENCY (Fused sentence/run-on error, comma splice/comma fault error, mixed construction, garbled sentence, stringy sentences, parallelism)	Sentences well built, strong and varied structure make it easy to read aloud	Text flows, sentences somewhat varied, relatively easy to read aloud	Sentence structure awkward rather than fluid, reader must slow down	Writing difficult to follow or read aloud, sentences are incomplete, run-on, and/or awkward	
CAPITALIZATION UTILIZATION PUNCTUATION SPELLING	Strong control of standard writing conventions, few errors	Reasonable control of standard writing conventions, some editing necessary	Limited control of standard writing conventions, errors starting to impede readability	Little or no control of standard writing conventions, extensive errors make it difficult to get message	

	Advanced 4	Proficient 3	Partially Proficient 2	Novice 1	SCORE
GRAMMAR (Subject/verb agreement, tense agreement, adjective adverb usage, misplaced and dangling modifiers, double negatives, etc.)	Strong control of grammar conventions, few errors	Reasonable control of grammar conventions, some editing necessary	Limited control of grammar conventions, errors starting to impede readability	Little or no control of grammar conventions, extensive errors make it difficult to get message	
VOICE	Clear sense of "writing to be read", brings topic to life, strong audience awareness	Writer's voice is formal and engaging with some sense of "writing to be read"	Writer's voice may emerge at times, little sense of reader /writer interaction	No audience awareness, voice is flat, lifeless and impersonal	
WORD CHOICE (Incorrect word usage, contractions, slang, abbreviations, 1 st /2 nd person pronouns, shift in tense)	Language is natural, interesting, figurative and precise	Language is functional and occasionally goes beyond ordinary	Language is predictable, ordinary and/or repetitious	Language is limited, monotonous, and/or misused	
Content					
INTRODUCTION (Clearly stated, introduces the topic of the paper and the main points to be discussed)	Clearly stated, introduces the topic of the paper and the main points to be discussed	Clearly stated, introduces the topic of the paper	In the introduction, the explanation of topic is confusing	Don't know the exact topic	
THESIS	Arguable thesis, compellingly supported with opposition clearly refuted	Arguable thesis with clear supporting detail	Thesis unclear, simple, with minimal development or support	Lacking central thesis, consistency and/or purpose	

	Advanced 4	Proficient 3	Partially Proficient 2	Novice 1	SCORE
CONCEPT DEVELOPMENT	Demonstrates complete understanding of the subject. Shows higher critical thinking skills with a well-developed, detailed, relevant and accurate treatment of the subject	Shows understanding of the subject matter. Develops a easily followed train of thought with documented support, that is carried throughout	Some of the concepts discussed are covered in a confusing manner. There is inadequate documentation of the thought process	Thinking scattered. Little concept development. No evidence of original thought	
ORGANIZATION	Sequence and structure strong, precise introduction and conclusion	Generally clear and logical organization, structure a bit predictable	Structure inconsistent, undeveloped or obvious text, intro or conclusion	Lacks organization structure, no apparent intro and/or conclusion	
ACCURACY AND CITATION	Selection of supporting resource material is authoritative, current and pertinent. All supporting documentation is properly cited	Some of the selection of supporting resource material is authoritative, current and pertinent. All supporting documentation is properly cited	Little of the selection of supporting resource material is authoritative, current and pertinent. Some supporting documentation is properly cited	None of the selection of supporting resource material is authoritative, current and pertinent. No supporting documentation is properly cited	
OVERALL RATING	(Pass) (Fail)	36.4 pts min. to pass	Total points earned/Possible points		<u>52</u>

PRESENTATION GUIDELINES

I. Presentation of the CTE Paper and Project Activity

- Describe what you did for your project.
- Describe thesis research paper.
- Connect content of paper to project activity.
- Explain what you learned about the overall topic and about yourself.
- Describe whether the research you completed affects your future plans and how you can use what you learned from this project later on in life.

II. Procedure and Times

- Formal presentation: Thesis, research paper and project activity = 8 - 15 minutes
- Question and answer session = 5 minutes
- Judges scoring = 5 minutes
- An audio/visual aid is **required**. This should be no longer than 2 minutes of the presentation.
- The use of PowerPoint is not limited to 2 minutes but viewed as a presentation tool.

III. Presentation Performance Evaluation

- Audience: Community members, Kea'au High School staff members, students (3-4 members total on each panel)
- Areas to be evaluated with feedback
 1. Content
 2. Organization
 3. Delivery
 4. Professionalism
 5. Impromptu skills (Q & A)

IV. Tips for Giving Quality Presentations

- Work on volume and pace.
- Concentrate on pronunciation and enunciation.
- Eye contact is important. Do not read, but speak to the entire audience.
- Posture – hands not in pockets, holding a chair, etc. – use gestures where applicable.
- Anticipate questions and be ready to answer.
- Avoid “filler” words such as “um” and “ah.”
- Index 3 x 5 cards will be the only acceptable notes, but do not read from them.

V. Guidelines for Appropriate Attire

- Your attire is the first impression you make on others.
- Attire is part of the professionalism of the presentation.
- Dress as if you were going to an important job interview.

PRESENTATION RUBRIC

(Points given need not be in whole numbers; decimals may be used.)

CONTENT	Advanced 4	Proficient 3	Partially Proficient 2	Novice 1	SCORE :
Presentation Content	Learning stretch was evident and presented clearly and concisely. All main ideas and points presented are supported by many accurate and relevant details. Essential question, research thesis, and project outcomes are related to the project and are addressed clearly and concisely.	Personal challenges (learning stretch) presented were clearly related to the project. Main ideas and points presented are supported by accurate and appropriate details. Essential question, research thesis, and project outcomes related to the project are addressed.	Learning stretch presented was somewhat related to the project. Some main ideas and points presented are supported by accurate and appropriate details. Essential question, research thesis, and project outcomes that are related to the project are somewhat addressed.	Learning stretch was not presented. Few ideas and points presented are supported by accurate and appropriate details. Essential question, research thesis, and project outcomes that are related to the project are minimally addressed.	
Organization	There is an attention-getter and a clear introduction, body, and conclusion. Ideas flow in a logical manner which maintains panel's attention throughout presentation. Adheres to time	Clear introduction, body, and conclusion. Ideas flow in a logical manner. Adheres to time restraints.	Introduction, body, and conclusion are present, but not as well-defined as they should be. Ideas flow in a somewhat logical manner. Does not adhere to time restraints.	No clear introduction, body and conclusion. Ideas flow in an illogical manner. Does not adhere to time restraints.	

	restraints.				
Professionalism	Punctual, well-prepared, addressed panel with respect and confidence. Very professional. Clothes are neat and appropriate; well groomed.	Punctual, prepared, addressed panel with respect. Mostly professional demeanor. Clothes and grooming are appropriate.	Prepared, addressed panel with some respect. Sometimes displayed professional demeanor. Clothes and grooming somewhat appropriate.	Not prepared, addressed panel with minimum respect. Not professional. Clothes are inappropriate. Not well-groomed.	
Delivery	Word choice and style are appropriate, creative, and exciting. Transitions are used appropriately and effectively. If used, slang is meaningful adding to presentation effectiveness. Volume, rate, clarity, pace is used effectively throughout the whole presentation effectively engage the audience. Poise and posture enhance the presentation. Not reading; completes	Word choice and style are appropriate. Transitions are used appropriately, speech flows. If used, slang is appropriate. Volume, rate, clarity, pace are used to effectively engage the audience. Poise and posture are appropriate. Not reading, not bound to notes or cards. Makes appropriate eye contact with audience. Appropriate use of slides (Power Point) or other audiovisual aids which complement the presentation.	Word choice and style are somewhat appropriate. Transitions are sometimes used appropriately. If used slang is somewhat appropriate. Appropriate volume, rate, clarity, pace throughout the most of presentation. Poise and posture are mostly appropriate. Some reading, somewhat bound to notes or cards. Makes some eye contact with audience. Uses of slides (Power Point) or audiovisual aids	Word choice and style are not appropriate. Transitions are not appropriately speech does not flow. If used, slang is not appropriate. Appropriate volume, rate, clarity, pace. Poise and posture are not appropriate. Reading notes or cards. Minimal eye contact with audience. Fails to use slides (Power Point) or any audiovisual aids.	

	entire presentation without notes. Makes eye contact with all members of the audience effectively. Use of slides (Power Point) or other audiovisual aids enhances the presentation.		which somewhat complement the presentation.		
Impromptu Skills (Q & A)	Very relaxed. Delivers answers with extreme confidence. Pauses appropriately if necessary. Answers accurately reflect project outcomes. Responses are to the point, accurate, and appropriate.	Confident and relaxed. Pauses appropriately if necessary. Responses reflect project outcomes accurately and are appropriate.	Slightly anxious. Answers without prior thought. Responses somewhat reflects project outcomes with some inconsistencies.	Very anxious and unable to answer questions. Responses do not answer questions accurately and/or are inconsistent.	

OVERALL RATING	(Pass) (Redo)	14 pts needed to pass	Total Points Earned/Possible	— 20
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PROJECT SELF-EVALUATION

Real learning, deeply embedded and remembered, often occurs because of reflection and hindsight. Take some reflective time to answer the guide questions below about your project and what you learned while completing it. This self-evaluation will help you in preparing your Oral Presentation.

- Explain several interesting ideas or facts you learned about your research topic.

- If you were to start your project over, what would you change? Why?

- Who or what helped you the most when you were writing your paper and completing your field work? How?

- What was the biggest problem related to researching/writing your paper and/or your field work you had to solve? What was the solution?

- What helpful and realistic tip or bit of advice would you give to a student who will be writing their CTE Project paper next year? Why?

- What aspect(s) of your project makes you feel most satisfied or proud? Why?

CTE PROJECT EVALUATION RUBRIC FOR MENTORS

Good mentors are a vital part of a successful CTE Project. We appreciate your willingness to have helped us this year by mentoring a student. As the person who has worked most closely with the student, we need your input in assigning a grade. Please use this CTE Project Evaluation Rubric to assess your mentee and return it to the CTE committee ***no later than March 31st***. You may send it ***in a sealed envelope*** with the student if you desire, as well.

Student Name: _____

Project: _____

Mentor Name: _____

Mentor Signature: _____ Date: _____

In addition to the rubric on the following page, your comments and explanations are important to us and to the student. Please write these in the space below or on a separate sheet as you wish.

Thank you for sharing your expertise with the students of Kea'au High School.

CTE PROJECT EVALUATION RUBRIC FOR MENTORS
(Points given need not be in whole numbers; decimals may be used)

CTE PROJECT FIELD WORK RUBRIC	Advanced 4	Proficient 3	Partially Proficient 2	Novice 1	Points Achieved
Effort/Time	Student invested extra time and put in tremendous effort to create an exemplary project	Student put in adequate time and effort to complete the project	Student put in some time and effort but not enough to be satisfactory	Student did not put in sufficient effort or invest time to complete project	
Evidence of planning and endeavor to fully explore possibilities of ways to complete project	Extensive planning is evident and student fully explored various avenues	Satisfactory planning and some exploration of other possibilities to complete project	Some planning and exploration evident	Little planning or exploration in evidence	
Problem Solving (student should ask for guidance, but then be able to solve problems as they occur as to physical limitations and logistics)	Exceptional ability to solve problems as they occurred and student may even have gone beyond help of mentor to other resource	Satisfactory ability to solve problems as they occurred and ability to ask for and accept help as needed	Some ability to solve problems as they occurred, asked for help if needed	Difficulty solving problems as they came up in completing project and may not even have asked for help	
Evidence of Learning	Exceptional evidence that the student not only learned the concepts and skills necessary, but	Satisfactory evidence that student did learn the concepts and skills needed to complete the project	Some evidence that student did take away some concepts or skills	Little evidence that the student learned much from completing the project	

	went beyond to learn even more				
Use of Sources/Materials related to project	Exemplary use of sources and materials that may enhance the project due to student's mastery and manipulation	Satisfactory evidence that student used sources and materials in an adequate manner to complete the project	Some evidence that sources and materials were well utilized	Little evidence that sources and materials were well utilized well	

OVERALL RATING	(Passing score = 15 points)	(Total Points Earned/Possible Points)	<hr style="width: 100%;"/> <hr style="width: 100%;"/> 20
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