

# Liberty Christian School

## 8<sup>th</sup> Grade Exit Project

### Portfolio Table of Contents Checklist

<b>Component</b>	<b>Due</b>
___ Coversheet (Full Name, Title of Project, Date)	<b>May 25</b>
___ 3 ring binder	<b>May 25</b>
___ Portfolio Table of Contents Checklist (this sheet)	<b>May 25</b> (given in class)
___ Student Definitions of Expected School-wide Learning Results (ESLR's)	<b>Sept 28</b>
___ Resumé	<b>Nov 2</b>
___ Cover Letter	<b>May 11</b>
___ Artifact: English	
___ Justification for English Artifact	
___ Artifact: Math	
___ Justification for Math Artifact	
___ Artifact: Science	
___ Justification for Science Artifact	
___ Artifact: History	
___ Justification for History Artifact	
___ Artifact: Bible	
___ Justification for Bible Artifact	
___ Artifact: Elective	
___ Justification for Elective Artifact	
___ Community Service Hours Log and write-up	<b>April 19</b>
___ Letter of Recommendation	<b>May 16</b>
___ Peer Response Form	<b>May 30</b> (done <u>in</u> class)
___ Parent Response Form	<b>May 30</b>

Justification Essay/Artifact Due Dates

#1	<b>November 14</b>
#2	<b>December 12</b>
#3	<b>January 18</b>
#4	<b>February 10</b>
#5	<b>March 14</b>
#6	<b>May 2</b>

Student's Name: \_\_\_\_\_

Date of Exit Interview: June \_\_\_\_, 2012

**June 4 or 5**

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### Rationale

The 8<sup>th</sup> grade Exit Project provides a tool for students to assess whether they have mastered specific Expected School-wide Learning Results that are directly tied to their education here at Liberty Christian School, before moving on to high school. Students have had the opportunity to learn these standards through their coursework during their years at Liberty.

The portfolio will contain six artifacts (project/work samples). Each artifact will demonstrate at least one of the school's three Expected School-wide Learning Results:

**Academic Achiever** - Students will demonstrate a high standard of academic achievement.

**Personal Growth** - Students will develop skills for present and future success through exposure to a variety of opportunities.

**Christ-like Behavior** - Students will exhibit the impact of Biblical and traditional values in their lives.

Students will demonstrate what they know by presenting their portfolios to an interviewer, which may be a teacher, administrator, or other staff member.

### Objectives

1. The students will select their artifacts (project/work samples), produced while attending Liberty during their eighth grade year, for the following subject areas:
  - a. English
  - b. Math
  - c. Bible
  - d. Science
  - e. History
  - f. Elective (your choice)
2. The students will focus on six artifacts, each of them which will represent an ESLR or ESLR's.
3. Students will create and type a resumé for their portfolio.
4. Students will have a person who does not work at the school or is related to them write a letter of recommendation.
5. The student will create and type a Cover Letter for their portfolio.
6. The students will create and type a one-page justification essay to explain in what way each of the 6 artifacts demonstrates an ESLR.
7. The student will include a Peer Response Form.
8. The student will have his/her parents fill out a Parent Response Form.
9. Students will participate in a minimum of 5 hours community service/volunteering and provide a log of hours with signature as proof of hours served, then will write a reflection on the experience.
10. Students will define the three ESLR's in their own words.
11. All work can be revised and re-submitted to any teacher for evaluation BEFORE the Exit Interview.
12. Students place selected artifacts, resumé, letter of recommendation, cover letter, justifications community service/volunteer log and reflection, personal definition of ESLR's, and response forms (peer and parent) into a 3-ring binder, organizing the material according to the Table of Contents provided.
13. The student will check their own portfolio for completeness.
14. The students will present his/her portfolio to a member of the Exit Interview Panel that will last approximately 10 minutes, where his/her speaking ability and portfolio will be assessed.

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**Liberty Christian School**  
**EXPECTED School-wide Learning Result (ESLR) Definitions**

**ESLR**

**Academic Achiever**

**DEFINITION**

Students will demonstrate a high standard of academic achievement.

**Personal Growth**

Students will develop skills for present and future success through exposure to a variety of opportunities.

**Christ-like Behavior**

Students will exhibit the impact of Biblical and traditional values in their lives

~~~~~  
**Expected School-wide Learning Results (ESLR)**  
**Student Definitions**

**Student Definitions of ESLR Guidelines**

Using your vocabulary, explain what Liberty Christian's 3 ESLR's are. This is not just a re-wording, and should not sound encyclopedic. Bring your experiences and knowledge into these definitions so that they are unique to each individual. Also, while explaining your definitions of them, talk about why you feel they are important concepts for students at this school to have set before them. You will also need to incorporate a Bible verse or Bible character or Bible parable that ties to your definition of each ESLR.

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**Student Definitions of ESLRs Format**

**Academic Achiever Definition**

The Academic Achiever ESLR informs the students that \_\_\_\_\_

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This is an important ESLR for a school to have because \_\_\_\_\_

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This topic comes up in the Bible in \_\_\_\_\_

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**Personal Growth Definition**

The Personal Growth ESLR informs the students that \_\_\_\_\_

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This is an important ESLR for a school to have because \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_.

This topic comes up in the Bible in \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Christ-like Behavior Definition**

The Christ-like Behavior ESLR informs the students that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

This is an important ESLR for a school to have because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

This topic comes up in the Bible in \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

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### Directions for Writing the Resumé

- List schools you have attended and the years you attended each school. Put the most recent school first.
- List skills, talents, activities, and accomplishments.
- List anything else that makes you qualified to be a high school freshman.

### Sample Resumé

#### 8<sup>th</sup> Grade Exit Interview and Portfolio Project Resumé

John Doe  
1234 Happy St.  
Vernon, California 90079  
(714)555-6789

#### Schools Attended

- Liberty Christian School: 2004-2007
- Lampsonview Elementary School: 1999-2004
- Talbott preschool: 1997-1999

#### Skills and Talents

- Have played the trombone for 3 years.
- Member of the Liberty Christian junior high basketball team 2 years.
- First place ribbon for creative writing at the Orange County Youth Expo.
- Member of the Newspaper Staff for 1 year.
- Member of the Liberty Christian volleyball team 1 year.

#### Other Qualifications

- Excellent study habits
- Honor Roll 4 years
- Perfect Attendance 2 years
- Bible Memorization award 1 year
- Actively involved in youth group at church

References Available Upon Request or actually list out some references who are not related to you

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### Artifact (Sample Work) Justification Information

#### What Work May I Include In My Portfolio?

Whatever work samples you choose, they must be able to fit into your portfolio. If you have a project that will not fit into your portfolio, you need to have some written documentation that represents your project, or, take a picture of it and include the picture. Talk with your teachers about finding suitable ways to include your favorite work.

#### Possible Work that Can Be Used As Evidence

Do not limit yourself to this list. It is meant to be strictly a starting point. Try not to use tests.

- Research projects
- Science labs, science experiments
- Essays or journal entries
- Web pages you created, multimedia presentations
- Videos of oral individual/group presentation: debate, speeches, drama, participation
- Contest submissions: original poetry, stories, and essays
- Journalism articles, yearbook pages, or any published “original” works
- Original art work: photographs of projects, art, graphic arts
- Projects
- Music performances: band, choir, hand bells
- Certificates or awards

#### Artifact Justification Essay Assessment Scale

**4 Excellent** – The justification essay, while making a distinct connection between the artifact and the Expected School-wide Learning Result is reflective in nature and engaging to the reader. The message is fully developed, effortless, and shows originality of thought. The essay provokes a response from the reader. It demonstrated command over appropriately selected vocabulary and, while it may contain a few errors, in grammar and syntax, it is not distracting from the piece.

**3 Competent** – The justification essay makes a connection between the artifact and the Expected School-wide Learning Result. It possesses a developed idea and an organizational plan. The essay is thoughtful and sometimes insightful. It demonstrated a selection of vocabulary which is appropriate for the writing. The essay might contain some errors in grammar and syntax.

**2 Adequate** – The justification essay demonstrated a limited proficiency level. Even if not completely successful, the essay attempts to deal with the issue of justification for the artifact. The justification is covered in a basic manner and lacks thorough development. It possesses some evidence of organizational plan, but may lose focus. The essay uses very few descriptive words. It contains errors in grammar and syntax, but it is comprehensible. While the reader might have to make some assumptions, there is a connection between the artifact and the Expected School-wide Learning Result.

**1 Developing** – The justification essay does not make a connection between the artifact and the Expected School-wide Learning Result. It demonstrated little or no organizational plan. It possesses minimal or no development of the writer’s ideas. It contains limited vocabulary and makes vague and/or confusing statements. The grammatical and syntactical errors render the message incomprehensible.

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### **Instructions for Cover Letter**

Your cover letter is an important part of your portfolio. The Cover Letter informs what pieces of sample work you have included, and reflects upon your positive experiences during junior high. It is also critical that you use this letter to show how evidence in your Exit Portfolio is connected to your future goals. Please use well thought out, carefully chosen words when you write. A question along these lines will show up in your interview so be prepared!

**Use a complete paragraph to respond to each of the following numbers:**

1. Tell a little bit about yourself as a person and as a student.
2. Talk about things you have learned while attending Liberty Christian School.
3. Explain each of the pieces you have chosen that are in your portfolio, and why these are the six you have chosen to be in your portfolio. (talk about each one separately)
4. Now that you have finished the portfolio, give a reflective analysis on this entire project. What have you gained from it? What was most difficult for you? What are you most proud of? Add anything you would like that shows your ability to analyze yourself as a reader and a writer.

**Other helpful pieces of information:**

- Type your Cover Letter.
- There should be four paragraphs in this cover letter.
- The date should be at the top left margin. Do not abbreviate the month.
- Make your salutation “Dear Reader.” Do not indent the salutation. Apart from your teachers, expect that your audience/readers may include students, teachers, administrators, school staff, and parents.
- Make your closing read, “Sincerely”. This should be in the bottom left-hand corner.
- Sign your letter with your first and last name after you print it out.
- You can follow the Cover Letter format included in this booklet.

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**Cover Letter Format**

\_\_\_\_\_ (Write the date)

Dear Reader:

Let me tell you a little bit about myself. \_\_\_\_\_

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During my time here at Liberty I have learned many different things. \_\_\_\_\_

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The artifacts I have chosen are: \_\_\_\_\_

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I included my Science \_\_\_\_\_ because \_\_\_\_\_

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I included my Math \_\_\_\_\_ because \_\_\_\_\_

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I included my English \_\_\_\_\_ because \_\_\_\_\_

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I included my History \_\_\_\_\_ because \_\_\_\_\_

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I included my Bible \_\_\_\_\_ because \_\_\_\_\_

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I included my \_\_\_\_\_ because \_\_\_\_\_  
(elective)

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Looking back \_\_\_\_\_

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Sincerely,  
(Skip 4 lines/hit return 4 times in this space, then type your first and last name. Then actually sign your name with a pen in the space in the middle.)

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### **Instructions for Completing Justification Essay**

(Completed for EACH artifact you have chosen)

Please provide a type-written description of how the assignment you have selected fits within the Expected School-wide Learning Result. In what way does your work demonstrate this Expected School-wide Learning Result? The interviewer will assess your justification essay based primarily on your ability to successfully do this. Your justification essay should include the following information in the following paragraphs.

#### Paragraph 1

\*Indicate semester and year that it was done

\*Briefly describe the assignment. Explain the steps necessary to complete the project/assignment (remember that your reader will not know anything about your assignment). Talk about all of the steps involved in getting this assignment done.

#### Paragraph 2

\*In what way does your artifact demonstrate mastery of an Expected School-wide Learning Result (ESLR)? Or ESLR's?

#### Paragraph 3

\*Indicate the grade you received on it and whether or not you agreed with this grade (why/why not).

\*Explain what you have learned through this artifact's assignment.

\*How will you use what you have learned in the future?

\*What did you like most about this artifact's assignment?

**At the top of EACH artifact justification essay please put the following in the top right hand corner:**

Student's Name:

Bobby Jones

Subject/Subject Matter Teacher **of the artifact**:

Science/Mr. Hadley

Selected Artifact Title:

Science Experiment

ESLR(s) that were met through the assignment:

Academic Excellence and Personal Growth

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### Community Service/Volunteer Hour Guidelines

One activity that you will participate in during your high school years is community service. Whether it is with your youth group, or school club, colleges look at service projects you were involved in outside of school. Part of the junior high experience is to prepare you for high school. Therefore, you will need to partake in a minimum of 5 volunteer hours. How and where you spend your volunteer time is your choice. Talk with the advisor of the Beyond the Limit Community Service high school club here at Liberty to see if you can join in on any of these activities. Regardless of how or where you spend your volunteer hours you will need to get your hours documented and signed off on by a leader. You are certainly encouraged to do more than 5 hours, but not required. The definition of volunteer or service time is time spent helping others or helping the community, while not getting paid for it. Hours of community service done before 8<sup>th</sup> grade will be accepted.

After you have finished your required hours and they have been documented and signed off on, you will need to write a response about the experience. Talk about what exactly it was you did, why you chose it, and what you learned from it. You will also need to talk about how your volunteer experience ties in with any of Liberty Christian's ESLR's.

### Sample Service Hour log (you can make your own or use this one)

|                                    |             |                     |                                |
|------------------------------------|-------------|---------------------|--------------------------------|
| Name: _____                        |             |                     |                                |
| <u>Location of volunteer hours</u> | <u>Date</u> | <u>Hours worked</u> | <u>Signature of Supervisor</u> |
| 1. _____                           | _____       | _____               | _____                          |
| 2. _____                           | _____       | _____               | _____                          |
| 3. _____                           | _____       | _____               | _____                          |

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**Community Service Write-Up Template**

For my community service hours I \_\_\_\_\_

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I chose to volunteer my time doing this particular act of service because \_\_\_\_\_

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What I learned or took away from doing this community service experience is \_\_\_\_\_

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This volunteer experience ties in with Liberty's ESLR's by \_\_\_\_\_

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### Letter of Recommendation Guidelines

This letter is to be written by someone outside of the school, and yet not by someone who is related to you. It should be an adult (over 18) who knows you well. It can be a neighbor, coach, youth group leader, past teacher, etc.

The person writing the letter should explain their relationship to you (how he/she knows you). It should discuss some of the things you do well and what kind of person you are. In addition, the person writing the letter should explain how you have grown and changed since being at Liberty Christian School. Finally, the letter should point out in what ways you are ready for the high school experience.

This letter is similar to letters people must submit when they are applying for a job. If you are having trouble thinking of someone who can write a letter for you, see your teachers. They will be able to help you think of some possibilities. They may type it for you or you may type it for them. It does, however, need to be typed. Be sure to ask them early enough for you to get the assignment back and in on time. Following is a template that they are welcome to use, if they would like to do so, but are not required to.

### Letter of Recommendation Format

\_\_\_\_\_  
(type the date)

To Whom It May Concern:

I am writing this letter of recommendation for \_\_\_\_\_.  
(student's first and last name)

I have known \_\_\_\_\_ for \_\_\_\_\_ years as his/her \_\_\_\_\_.  
(student's name) (number of years) (relationship to student)

I would describe \_\_\_\_\_ as \_\_\_\_\_. Some of his/her best  
(student's name) (description of student)

Qualities are \_\_\_\_\_.  
(qualities of student)

During his/her time at Liberty, I have seen \_\_\_\_\_ grow and change. Some of the  
(student's name)

Ways he/she has changed are \_\_\_\_\_.  
(ways student has grown and changed)

\_\_\_\_\_  
I believe that \_\_\_\_\_ is prepared for high school because \_\_\_\_\_.  
(student's name) (ways student is prepared for high school)

\_\_\_\_\_  
Sincerely,

\_\_\_\_\_  
Their name/signature

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**Peer Response Form**

After reviewing your Portfolio Project and checking to ensure it is complete, please give your portfolio project to one of your peers so that he/she can answer the following questions:

Name of person this portfolio belongs to: \_\_\_\_\_

1. The \_\_\_\_\_ part of your Exit Project's Portfolio stood out most because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Your \_\_\_\_\_ artifact was the best because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. You should be proud of your portfolio because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Peer Responder print name)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(date)

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**Parent Response Form**

After having your parents review your portfolio, please ask them to answer the following questions. They may use this form, or may write their own letter for you.

Name of person this portfolio belongs to: \_\_\_\_\_

Parent's name \_\_\_\_\_

1. My child's \_\_\_\_\_ artifact (project/work sample) was the best because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. My child's \_\_\_\_\_ artifact (project/work sample) was very creative because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. In my opinion, my child exhibits a command of the Expected School-wide Learning Results equivalent to the level of (circle one):

A) Exceptional                      B) Competent                      C) Adequate                      D) Developing

I believe this because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

I have reviewed my child's portfolio and discussed my assessment offered in question number 3 above with my child.

Additional Comments: \_\_\_\_\_

\_\_\_\_\_.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

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### **Interview Guidelines**

Below are some suggestions to help you in your Exit Interview. Although they are relating to the exit interviewers, these same suggestions can be applied to any interview situation (for example: school entrance interviews, high school exit interviews, job interviews, etc.). In the week before the interview, practice interview techniques with someone you trust.

Consider the following when preparing for an interview:

- **Dress right**  
Dressing appropriately for an interview is vital. It demonstrated that you are neat, organized, and concerned about your appearance. Wear what you might wear to a more formal occasion.
- **Make eye contact and Greeting Before and Departing from the Interview**  
Making a good first impression is important. Eye contact with the interviewer shows that you are paying attention, and that you care about what the interviewer is saying. Walk up confidently, shake the interviewer's hand, and introduce yourself. When the interview is over, stand and shake hands before leaving and say, "It was nice to meet/see you."
- **Speak clearly and in complete sentences**  
Refrain from use of such phrases as "like", "you know", and "umm," etc. Pause a brief moment after each question if you need to formulate an answer in your mind into a complete and coherent sentence.
- **Know the purpose of the interview**  
Every interview has a different purpose and every interviewer will have a different objective. Knowing what information the interviewer wants from you will help you prepare for the interview and will guide your answers. (see next sheet)
- **Be confident**  
Your confidence is your abilities will show in your speech patterns, your dress, and your body language. Speak clearly, dress professionally, and sit tall with confidence. The interviewer will remember these aspects of your performance in an interview.

### **Exit Interview Dress Code**

**Gentlemen:** suit, slacks, sports coat, sweater, tie, dress shirt, dress socks and dress shoes

**Ladies:** Blouse, skirt (professional), dress (professional), pant suit, appropriate hem lengths, dressy/professional shoes

### **AVOID THE FOLLOWING**

Low neckline, sleeveless clothing, stained/wrinkled clothing, midriffs exposed, facial jewelry, denim (jeans), tennis shoes/flip flops

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### Interviewer Guidelines

These questions are provided as a guideline for the 8<sup>th</sup> Grade Exit Interviews. There will be anywhere from 3-5 people on the interview panel. Interviews should remain brief and friendly (8-9 minutes). Interviewers are asked to encourage students to talk about an artifact or the project as a whole and how it relates to their goals, along with questions that deal with the future and their spirituality.

### **Possible Questions**

#### Portfolio Project

1. Of what artifact in your portfolio are you the most proud of? Why?
2. What was the most challenging part of completing this portfolio? Why did you find this to be a challenge?
3. What did you do to prepare for this interview?
4. Do you feel that you could confidently explain to another student how to survive the 8<sup>th</sup> grade Exit Interview and Portfolio project? What would you say?
5. What did your parents enjoy most about your portfolio?
6. What are the school's ESLR's and what do they mean/why are they important?

#### Spiritual

1. Give an example of how you applied a Biblical teaching to resolve a decision or face a problem this year.
2. What has made the biggest difference in your spiritual life this year?
3. What do you plan to do to keep growing spiritually in high school?
4. What role have your friends played in your spiritual life? Have they helped/hurt? How do you plan to deal with that fact as you go into high school and make new friends?

#### High School and your Future

1. Why are YOU ready for high school?
2. What are some long-term goals you have?
3. How will you make Liberty a better school?
4. How do you plan to balance high school academics with everything else that comes with high school?

#### Schooling

1. Name two things you feel you have learned during your years here at Liberty Christian School.
2. Of what accomplishment or skill are you most proud? How would you relate this to a future goal?
3. How would you evaluate your ability to communicate with others? Explain your answer.
4. If you could give one piece of advice to next year's 8<sup>th</sup> grade class, what would it be?
5. What is a book you read in junior high that really made an impact on you and why?
6. Which of the 6 traits of writing do you feel is easiest for you and why/which of the 6 traits of writing do you hope to improve upon the most and why?
7. Is there anything you wish you could "do over" from junior high? What and Why?

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**Interview Assessment**

Assess the student in the following areas to determine ability to speak and present themselves effectively before others on the 1-4 scale provided.

- 4 if the student achieved Excellence in that area
- 3 if the student was Competent
- 2 if the student was Adequate
- 1 if the student was Developing

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

**The Student...**

- \_\_\_ **makes eye contact with me**
- \_\_\_ **introduces himself or herself to me**
- \_\_\_ **shakes hands with me**
- \_\_\_ **comes professionally dressed**
- \_\_\_ **has a confident demeanor**
- \_\_\_ **is able to explain his or her work**
- \_\_\_ **speaks clearly and articulately**
- \_\_\_ **communicated ideas with sincerity**
- \_\_\_ **is personable**
- \_\_\_ **is able to answer challenging questions**

Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Interviewer's Signature

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**Portfolio Assessment**

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

Portfolio Complete (See Table of Contents)      Yes    or    No

If no, what was missing? (There will be a 5 point deduction for each missing component- excluding the justification essays and artifacts)

\_\_\_\_\_  
\_\_\_\_\_

**Artifact Assessment Scale:**

**4 – Excellent            3 – Competent                            2 – Adequate                            1 - Developing**

(Automatic 0 if there is no justification essay)

(Automatic 2 point deduction if missing the artifact, but the justification essay is there)

**English Artifact/Justification Essay**      \_\_\_\_\_/4      \_\_\_\_\_

**Math Artifact/Justification Essay**      \_\_\_\_\_/4      \_\_\_\_\_

**Science Artifact/Justification Essay**      \_\_\_\_\_/4      \_\_\_\_\_

**History Artifact/Justification Essay**      \_\_\_\_\_/4      \_\_\_\_\_

**Bible Artifact/Justification Essay**      \_\_\_\_\_/4      \_\_\_\_\_

**Elective Artifact/Justification Essay**      \_\_\_\_\_/4      \_\_\_\_\_

\_\_\_\_\_ /24 X8      \_\_\_\_\_ /192      \_\_\_\_\_ %

**Deductions - \_\_\_\_\_ points**

Additional comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Assessor's Signature