



Kamiakin Junior High School
Kirkland, Washington 98034

Ninth Grade Citizen Action Project

Student Guidebook 2009–2010

Student name

Kamiakin Junior High School
14111 – 132nd Avenue Northeast | Kirkland, Washington 98034

September, 2009

Dear Ninth Grader:

Welcome to an important tradition at Kamiakin Junior High: the Citizen Action Project, or CAPstone. All ninth graders are required to research, design and complete a project which represents the knowledge and skills you have developed through your years at Kamiakin. We call it a Citizen Action Project because we hope that, by working on your project, you'll come to understand that the value of your education comes in your ability to contribute your skills and talents as a responsible citizen of your community, your country and your planet. This packet is designed to help you plan for the challenging opportunity ahead.

The purpose of CAPstone is to give you, the student, a chance to put all that you have learned to good use. We all learn best when our experiences are "hands-on" and self-motivating. The faculty at Kamiakin has designed this project to help you take your learning beyond the walls of the classroom to help make your work meaningful to you and also to demonstrate your ability to be an independent, responsible and effective citizen. We are interested in your ability to research and solve problems, to apply skills from a variety of subjects, to communicate clearly with "the real world," to organize yourself to fulfill a long-range plan and to defend your decisions. Your CAPstone project will showcase everything you can do and will give us confidence that you are ready to move on to the high school.

You will have the remainder of the school year to work on your project. The first step will be to explore and choose a project. Next, you will have to design your project and write up a formal proposal. You may work individually or with one partner. After your proposal has been approved, you will have almost three months to work on your project. All projects must be completed by **Monday, May 3rd, 2010**.

In this packet, you will find a variety of resources designed to help you choose and plan your project. Over the course of this school year, you will meet with your Social Studies teacher and in homeroom to assist you with your project. Your teachers may provide some class time, but you alone are responsible for scheduling your time and motivating yourself to complete all steps of the project. You should also seek the advice of expert adults and professionals in the field in which you choose to work, and along the way you will be required to interview one of them formally to gain added perspective on the work you're doing. This is the time for you to make use of all the knowledge and skills you have learned at Kamiakin. Do your best work, and enjoy!



Table of Contents & Key Dates/Deadlines

September / October

- Receive CAPstone packets in Homeroom
- Read & review
 - Basic requirements
 - Choosing a project
 - Assessment & Grading
 - Expectations
- Project Exploration Sheet..... **Due November 6th**

December

- Final Proposal..... **Due December 11th**

January / February / March

- Working on project
 - required 15 hours
- Expert Interview sheet..... **Due February 19th**
- Parent Check sheet..... **Due March 18th**

April / May

- Research completed in Social Studies classes
- Final display board construction
- Final display board..... **Due May 3rd**

CAPstone Fair
Tuesday, May 18th
5:00 – 7:00pm
Kamiakin Gym



Basic Requirements

As you plan your project, you will need to keep in mind these basic requirements:

1) Your project must make use of skills, talents and/or interests that you have developed for some time.

This means that it's important that you design a project that you can do well and with some depth of perspective.

2) Your project must be public and must address a need in the community.

You define the need you perceive in the community, but this requirement that your project be public means that some element of your work must extend beyond the walls of Kamiakin and must be observable by people outside of Kamiakin. We encourage you to focus your work on the Eastside or within King County, but some successful projects have addressed national and global issues.

3) At some stage of your project, you must work directly with the local beneficiaries of your work.

This means that at some point in your project, you must have meaningful contact with the people and/or area that will benefit from your work. It's important that you not design a charity project removed completely from the "real" people and need.

4) The importance of your project must be justified by research you do into the local community.

This means that you must be able to find solid research data (statistical, historical, anecdotal, etc.) to explain the need that your project is addressing.

5) The size, or scope, of your project should require you to spend between 15 and 20 hours of work time.

This includes time on task to complete the project, not including completion of the research and proposal stages. All work time is expected to take place outside of the normal school day. CAPstone is not about counting off hours, so this is a ball-park figure to guide you. Many students have found this is not enough time to accomplish what they want to, and you may certainly do more if your schedule permits it. Be sure to document all of your work (see page 17) since your work may count later toward completion of a senior project required for high school graduation or on college applications! □ □

The time you spend working to meet service requirements of other organizations (e.g. the Boy Scouts, or your temple, mosque, church or synagogue) may be used to satisfy the requirements for the CAPstone if your activities are justified by your full proposal.



Choosing a project

Your project will be your own creation to prove the contribution you can make! You may create a project from scratch or join in an on-going volunteer program. CAPStone has been designed to provide a great deal of flexibility because we want you to take advantage of this opportunity to challenge yourself in a volunteer program.

Here's a sample of the types of projects you may consider. These are all projects that actual Kamiakin students have done in the past. If you have an idea that doesn't seem to fall in any one of these categories, ask your advisor if your idea will work. Still looking? Check out the CAPStone bulletin board by the copy room for the latest suggestions.

Individually designed projects:

- S.M., M.C. and J.P.H. designed a drama workshop in which children wrote their own scripts and created their own sets.
- C.C. created a revue of Broadway tunes for which he trained a troupe and performed in local senior centers.
- C.M. and J.W. wrote and illustrated a children's book in five languages which they provided for E.L.L. classes at John Muir
- K.S. and K.M. researched the life of Edith Moulton, a local resident, then created an interpretive program and bird houses for the park named in her honor.
- K.S. taught computer classes for senior citizens and tutored them on using email and the Internet.
- M.C. developed a softball pitching clinic for local children.
- M.G. made 22 baby blankets to give to the Eastside Baby Center.
- C.V. assisted with a motorcycle safety course at Lake Washington Technical College.

.Projects through established organizations:

- A.B. conducted water quality tests at the Mercer Slough.
- N.R. and S.S. designed murals for nearby bus shelters and painted the panels provided by Metro.
- M.D. planted native shrubs to restore habitats on local salmon runs.
- G.F. did a watershed recovery project at Juanita Bay Park.
- A.K. and J.C. taught a computer class for adults with physical disabilities and rebuilt used computer hardware which had been contributed to the program.
- S.A. and R.S. prepared and distributed meals for the homeless through Operation Sack Lunch.

Volunteer programs:

- D.K. helped at New Horizons Center for homeless teens and then ran a jean's drive to get donations the residents needed.
- J.G. and E.W. trained their dogs to work in therapy and brought them to a local nursing home to share pets and stories with the residents.
- J.K. helped ESL students every afternoon in John Muir's homework club.
- M.S. led children with disabilities on horseback at Little Bit Riding Center.
- R.G. and B.H. worked with King County officers to enforce laws against selling tobacco to minors.

Political action:

- A.B. conducted a study at a local intersection and petitioned the King County Council for a traffic light.
- A.A. created informational displays urging local residents to vote in a school levy election.
- V.D. served on Senator Rosemary McAuliff's Youth Advisory Board and lobbied state legislators on issues ranging from sport fields to driver's licenses.
- K.W. conducted a letter-writing campaign to urge the King County Council to act on new youth soccer fields.

What won't work?

We hope that you'll use this opportunity to get involved directly in your community so that you'll see that individuals have the power to make a tremendous difference. For this reason, we discourage you from planning a project that involves fund-raising or collection of charity items. If you do plan such a project, you must make sure that you are still able to work directly with the beneficiaries of your work and you may not solicit contributions from the immediate Kamiakin community (students, parents or teachers).

For your safety and the safety of others you might be working with, the Lake Washington School District requires that you "Keep your feet on the ground." For this reason we cannot permit rollerblading, skateboarding, snowboarding or swimming oriented projects.

Any project involving athletic activity must involve a LWSD coach willing to advise, plus special arrangements for supervision, first aid and insurance. If you are planning an athletic activity, you must meet individually with Mr. Joss before you write your proposal to arrange these details.

What about group projects?

In the past, most students have designed their CAPstone projects to be individual projects. As you start dreaming about your project, however, consider how much work will be involved and what skills you'll need to pull it off. You may decide you would be better off working with another student because you would like to accomplish something especially ambitious. The project must require a variety of skills and/or talents and meet the following requirements. Please consider:

- Each partner must contribute 15 to 20 hours of work;
- Each member must submit a separate, original proposal, research and reflection;
- Each student must add a full explanation to final proposal to show that he/she has fully thought through his/her responsibilities, work styles and schedules.
 - Explain what separate responsibilities each person will have, and why each is well-suited to these responsibilities
 - Demonstrate that you have work schedules that will coordinate easily
 - Show that you have thought through your individual work styles enough to avoid major conflicts (i.e. if one person is somebody who likes to get things done early that person will likely get frustrated by someone who waits until the last minute, and a perfectionist might have a hard time working with someone who doesn't care about little details.)

What if I can't arrange transportation?

It is necessary that you be very careful to choose a project that you are able to get to. Make sure you communicate well with your parents and others who could provide transportation

because once you start working on your project, it's critical that you be on time and responsible just like you would be for a job. Do not choose a project for which transportation might be difficult. If there is no way to arrange transportation, look to the most local area and change the focus for your project. Local elementary schools have specific needs that may appreciate your help with. The Kingsgate Library is a place where students have done research for public information campaigns, have given classes for young people and have offered lectures for the community. The Kirkland Boys and Girls club has included many Kamiakin students in providing wonderful after-school activities for young people.



Assessment and Grading

How will I earn credit for completing my project?

Your CAPstone will be an individual accomplishment, and you will be able to take great pride in the quality of your work. Because each project will be so individualistic, we cannot grade your actual final product. You are, however, required to complete your project as explained in your accepted final proposal. Your project is considered "complete" when you have submitted all of the pieces listed below as well as the Work Record form on page 17, signed by your supervisor or your parent/guardian (depending on the nature of your project — check the form).

What will be graded?

Since your final product cannot be graded, your teachers will assess the quality of the process you go through to plan your work and to reflect on your accomplishments because these are the educational objectives of CAPstone. Along the way, several steps will be evaluated and must be submitted in order for your project to be accepted as complete:

- **Proposal** will be reviewed by the CAPstone committee for acceptance. Your grade in language arts will be based on completeness and the paragraph structure demonstrated in one randomly-selected paragraph. Your proposal will count as a grade in your Language Arts class for second quarter. Your proposal is due **December 11th, 2009**.
- **Expert interview** will reflect your efforts to expand your perspective on the work you're doing and it will give you an opportunity to discuss your project issues with an expert working in the field. This will be evaluated by your LA/SS teacher. Your expert interview is due **February 19th, 2010**.
- **Parent/Guardian check-up** will be due in Homeroom on **March 18th, 2010**.
- **Issue information research chart** will be assessed by your social studies teacher. Your research will count as a project grade in your social studies class for fourth quarter.
- **Issue information research paragraph** will use the data you have recorded on your issue information research chart to explain why your project addresses a significant need in the community. You must cite **3 pieces of factual evidence**, drawn from 3 different sources, with complete source data listed below the paragraph in MLA format. This will be evaluated by your LA teacher as a significant writing grade for 4th quarter. The paragraph must include a topic sentence, three lead-ins to your quoted facts, an explanation of each fact, and a concluding statement.
- **Your final display** will consist of your presenting the evidence (display board) of the results of your project and your reflections about its success. Your audience for the display will be composed of teachers, Lake Washington School District personnel, community members, dignitaries, parents, and other Kamiakin students. You are **required** to attend and stand by your display in order to answer questions from the general public at **CAPstone Night (May 18th, 2010)**. Your successful completion of this display must include:

- Visual evidence/images of your work
- Issue information
- Complete project description
- Self evaluation

Your final display and successful completion of your CAPstone project will count for **20% of your LA/SS grade for 4th quarter**. The entire project is also part of your ticket to the 9th grade breakfast and picnic.



Project Exploration
(Due November 6th, 2009)

Name _____

SS teacher _____

Homeroom teacher _____

Describe your project idea:

Category of community need (circle the one that comes closest)

Hunger health poverty homelessness quality of life
Youth elderly illiteracy environment public interest

What experience, knowledge, skills or talents do you already have that would help you to do a good job on this project?

Do you plan to work by yourself or with a partner? Why do you think this project is best done as an individual or with a partner?

Who do you think you will need permission from in order to do this project? How do you plan to contact this person?

What help or resources are you going to need in the planning of this project?

How will you go about finding an appropriate expert mentor to advise you on this project?

Alternate options (On back of page) List 3 other project ideas that might interest you if this one doesn't work out:



Who's on your team?

Your CAPstone project will be a big undertaking. While you alone will be responsible for your success, you should look to others for advice when you get stuck.

Your supervisor

This is the person who provides adult supervision while you are working on your project. You should not expect this person to help you with your project, but he or she will be responsible for signing off on your project completion form to confirm the times you have worked at the end of the project.

Your expert mentor

He or she is a member of the community with expertise in the area of work that your project requires. You should not expect this person to help with your project in a hands-on way; instead, use this person as a resource to point you in new directions, to raise issues that you need to think through, and maybe to instruct you in new skills.

Your supervisor may be an ideal expert.

Mini-grants may be applied for at any time but must be submitted at least one week before material will need to be purchased. Do not spend any money you hope to be reimbursed for until your grant application has been approved. See Ms. McCrain for more details.



Who can be an Expert Mentor?

An expert is a wise and trusted advisor who shares his or her expertise and knowledge with a novice. As you conduct your research into the Kirkland community and begin preparing your project proposal, you will need to find an adult who is willing to serve as your mentor. Students in the past have found these contacts to be one of the most rewarding aspects of their CAPstone experience.

Your mentor should be somebody who works in a field related to your project, who has volunteered extensively in a field related to your project, or who has particular skills or knowledge related to project you will conduct. He or she should not be closely related to you, must be over the age of 18, and must not be a Kamiakin staff member.

You are required to meet with your mentor just once to interview him or her about his/her job and about the issue you are addressing through your project. This interview will probably last from 30 to 60 minutes. Many Kamiakin students have found their mentors to be very useful and have relied on them over the course of their projects to make sure they're on track. This is an option you should discuss with your mentor if you think it would be helpful for you. Show your mentor this guidebook and your proposal and explain your plans fully.

How do I find one?

Good experts are all around you; you just have to know where to look. Start by asking your parents if they have a friend or a work colleague who might know something about your project. Then check with neighbors you know. Another good source are professionals who work in the field your project is involved in: call an organization and see if they could recommend somebody on their staff. Also, other volunteers who work on projects like you might be good sources if they have a lot of experience.

When you have identified the person you would like to serve as your mentor, write him or her a letter explaining the goals of your project and the responsibilities listed above. Then, follow-up your letter with a phone call or a visit to answer any questions the person might have and, if the person agrees, arrange another meeting. Remember to be polite and respectful at all times — you are not only asking this person to provide you a tremendous service, but you will also be seen as a representative of your school and your fellow ninth graders.



Contact /Phone Form

Contact name _____ Date of call _____

Job Title _____ E-mail _____

Contact address _____

As you make contact with organizations or companies that use volunteers, use this form to keep track of your efforts. Utilize the script and be polite.

"Hello. May I please speak to the volunteer coordinator for your program?"

(If the coordinator is unavailable, be sure to get their NAME, EMAIL and if you leave a voicemail speak very clearly)

"My name is _____ and I'm a 9th grader at Kamiakin Junior High in Kirkland. I am very interested in volunteering at your facility.

(If they are unclear or ask why, please tell them about CAPstone and that as a 9th grader at Kamiakin you are asked to volunteer in our community)

Notes: *(keep notes of ideas/jobs they may offer, times, days, etc.)*

"Thank you very much!"

(Be sure to let them know how much you appreciate the information and help.)



Writing Your Proposal

(Due December 11th, 2009)

All proposals must be **written individually**, even if you are working with a partner. Your proposal must provide concise, one paragraph answers to each of the following questions. Each of your answers must use the language or terms asked in the question and must be in complete sentences. Be sure to address all questions and answer all parts of each question. Your proposal must be typed (12pt, standard font and double spaced) and proofread carefully

- 1. Project overview:** Describe your project from start to finish, and explain what you will do, where you will do it, when you will do it, with whom you will work and what you plan to accomplish.
- 2. Timeline:** Create a calendar detailing when you plan to work and for how long, and include specific days and dates. Your advisor should be able to count your 15 hours.
- 3. Personal interest:** Why is this project appropriate and interesting for you personally (what long-standing interests and background will you bring)?
- 4. Community need:** Who will benefit from your project, and who will be able to observe the product of your work?
- 5. Skills:** What skills do you have that will assist you in doing this type of project?
- 6. Materials:** What materials will you need over the course of your project, and what is your plan for obtaining these materials?
- 7. Supervision & Safety:** What safety concerns must be addressed in planning your project, and what plan for adult supervision has been established?
- 8. Permission:** Who are given permission for you to conduct your project on the site where you will be working? Include the person's name, title, address, phone number, and email. *Include a signature from this person below your explanation, indicating his or her agreement.*



Final proposal Cover Sheet
Due December 11th, 2009

Project title _____

Group partners (if any):

Partner name	Partner's homeroom
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To be filled out by CAPstone Approval Team.

The following attributes are clearly identifiable in this student's proposal:

- Project clearly makes good use of this student's skills, talents and interests.
- Project will be publicly observable outside of Kamiakin.
- Student will work directly with the local beneficiaries of project.
- Clear explanation as to why this project is important in our community.
- Project should require student to spend between 15 and 20 hours of work time, timeline appears realistic and thorough, and planned time shows that student is making a reasonable commitment to performing project well.
- All questions on proposal are answered with detail satisfactory to determine exactly what student will be doing.
 - Project overview
 - Timeline
 - Personal interest
 - Beneficiaries
 - Demonstrates community need
 - Skills
 - Materials
 - Permission
 - Supervision & safety
- Signature indicates that student has permission from the appropriate person to conduct project at the site named.
- Supervision and safety plan is complete and appropriate, with supervisor signature, phone number and email.
- Proposal is neat, carefully written, formatted properly and carefully proofread.
- Project approved**
- Provisional approval:**
You may begin work on your project, but a revised proposal – fixing ALL of the items that are not checked above – must be submitted by _____.
- Proposal not accepted:**
Please schedule a meeting with Mr. Joss **this week**. A new or substantially revised proposal is due on _____.

- 4) What kinds of news articles are usually published about this issue? What specific issues should I look for in order to be well-informed about this issue? Where should I look?

- 5) Are there any public misperceptions about this job that need correcting?

- 6) How do you apply "academic skills" within the normal requirements of your job: writing, reading, math, scientific inquiry, etc.?

- 7) How should I determine whether or not I have been successful with my CAPstone project? What do you suggest should be the measures of my success?

- 8) How could I continue working in this field? Are there any internships/entry-level jobs that are available for teenagers interested in working in this area? How can I find out about applying for these?

Additional comments:



Parent Check-up
Due March 18th, 2010

Student _____

LA/SS Teacher _____

Homeroom Teacher _____

Dear Parent/Guardian:


With the approaching deadline for CAPstone Projects, we would appreciate your help evaluating your student's progress. Please take a few minutes to review the materials your student has prepared and indicate your assessment of this work on this form. Students have done a lot of impressive thinking and have encountered interesting challenges through their projects, and we encourage you to take this opportunity to discuss these new perspectives with your son or daughter. Thank you very much for your help.

Please circle each of the items listed below with a "yes" or "no." If you indicate that your student has not met a given expectation, this will **not** affect his/her grade for any part of the project. Instead, please add a note about a solution that you and your student have discussed.

Yes No Student's CAPstone folder is neatly organized (containing project assignment sheets, completed needs assessment chart, final proposal, notes and journal entries, and permission letters as appropriate).
Plan for improvement: _____

Yes No All work has been completed consistent with timeline set out in student's proposal.
Plan for improvement: _____

Yes No Student has taken primary responsibility for organizing his/her work on this project.
Plan for improvement: _____

over 



Is your student collecting pieces that will enable him/her to create an informative display about the project that covers each of the required elements:

- Yes No** Description of work
(Is he/she keeping track of everything he/she is doing?)
- Yes No** Pictures, drawings, video or diagrams of work;
- Yes No** Critical information about the community issue addressed;
(Is he/she watching the newspapers regularly for recent developments)
- Yes No** Evaluation of project success.
(Is he/she keeping a journal of impressions gained while working on the project?)

(All students are expected to present informally a visual display at the CAPstone Community Celebration on **May 18th**, from 5 to 7 pm.)

Plan for improvement: _____

Comments:

Parent/guardian signature

Date



Project Completion

This form is due with your display board on May 3, 2010

Dear volunteer supervisor:

In the space below, please confirm the time that this student has worked with your organization (he or she should have taken the responsibility first of recording the dates and hours), on the front of this sheet in the space below we would appreciate any additional information that would help us to evaluate the student's success.

Thank you very much for your help!

Supervisor's name: _____ Phone: _____

Name of organization: _____

Mailing address of organization: _____

I hereby verify the times listed on the reverse side as hours when _____ worked as a volunteer with our organization. He/she has discussed the goals of the CAPstone Project with me, has shown me his/her proposal, and I feel this student has satisfied the basic requirements and has worked responsibly, maturely and thoughtfully.

Signature Title Date

I would be willing to supervise another Kamiakin volunteer next year.

Supervisor comments:

Please feel free to comment on this student's general success at meeting the goals of CAPstone. What did he or she do particularly well? Do you have suggestions for how students in the future should do similar project

Parent confirmation

(To be completed for projects which have not involved regular, supervised work times.)

I hereby confirm that my son/daughter has successfully completed his/her CAPstone project as proposed. I have reviewed the CAPstone Handbook and am satisfied that he/she has met the basic requirements for the project as explained in it.

Parent/guardian signature Date



Final Display Requirements

(Due May 3rd, 2010)

Your final display about your CAPstone Project is your message to world: it's your evidence of the work you've done, it's your chance to convince the community that what you did was important, and it's your opportunity to show that you can be reflective and thoughtful about your work.

Basic requirements

As the final step in the CAPstone Project, students must design and prepare a display about their projects. Each student is graded individually on his or her project, but responsibility for certain aspects of the display may be shared as a group. Students who have worked with partners must check the descriptions below carefully to make sure which aspects of their display must be done individually and which may be shared.

All students are expected to present their displays informally during the evening of our Community Celebration (May 18th) and the next morning to 7th and 8th graders. This presentation will involve students standing beside their displays and answering questions about their project from community members who attend the celebration.

Students who cannot attend the Community Celebration must prepare a formal evaluation of their project and present it to a committee of teachers, parents, administrators and students.

Displays may take a wide variety of forms (trptychs, PowerPoint, web sites, storyboards, video, etc.), but whatever the form they must cover the following four elements:

- 1. A description** of the work you did, the process you went through and what you accomplished. *(May be done with a partner.)*
- 2. Photographs, drawings or diagrams** showing you at work, people you worked with, and/or the stages of your project. *(May be done with a partner.)*
- 3. Information about the community issue** you worked on that shows why you consider the issue to be important and proves how projects like yours can make a difference. This should include current information, so keep watching the newspaper for related articles throughout the year! *(Must be done individually.)*
- 4. A self-evaluation** in which you explain whether you consider your project to be a success, describes what the measures of your success should be (what's the evidence), and provides suggestions for students who work on similar projects next year. *(Must be done individually)*
- 5. Two items attached to back of display board**
 - a. Final Display Assessment Rubric
 - b. Work Record & Project completion page with signatures

Be prepared to answer questions like these on May 18th

1. What was the most enjoyable part of your project?
2. What was the most personally challenging aspect of your project?
3. What kinds of people did you meet while working on your project?
4. What did you learn about your issue by working on your project?
5. What would you do differently if you could do your project over?
6. How could you follow up your project and continue working on your issue?



Final Display: Assessment Rubric

(Due May 3, 2010)

Your final display will be graded on a pass/fail basis in social studies. In order for your display to be accepted as complete, **all** of the elements below must be easily identifiable by your project evaluator. Remember that your display must be easily read by the community members attending our Community Celebration, so you should make every effort to design your project so each of these elements can be identified easily by using subheadings, large fonts, captions and clear graphics.

1. Project description, includes . . .

- where and when you worked;
- whom you worked with (who were your partners, and with whom did you interact)
- what you did at each stage (or, generally, what you did while working)

2. Graphic images, include . . .

- examples of how you worked (pictures must show student(s) working);
- evidence of your final product or end result.

3. Issue information (each partner does individually), includes . . .

- current information/data *drawn from at least three sources* defining the nature (what the problem is) and scope (how severe the problem is) of the area of need addressed by your project;
- reflections about what you learned about your issue or area of need by completing this project;
- complete source citations for all information listed *in proper MLA format*.

4. Self-evaluation (each partner does individually), includes . . .

- reflections about the experience you had while working;
- reflections about what you learned about yourself while working;
- advice for a student who pursues a similar project next year.

5. Layout, includes

- large headings with your full name(s) and project title obvious at first glance;
- clear headings and captions that direct a viewer on how to view your display;
- no glaring proofreading errors: spelling, punctuation, and capitalization.

Evaluator's checklist:

- Display complete: project approved.
- Project meets basic requirements, but display needs minor revisions before Community Celebration.
- No credit: submit an emergency plan for completion.

Bonus points:

(for original projects, outstanding commitment, and unusually thoughtful and creative displays)

