

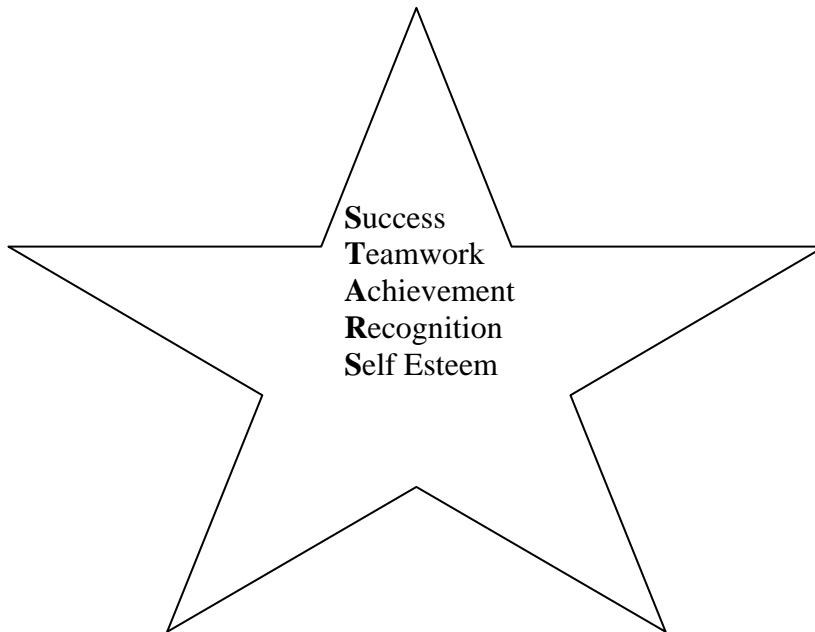
# MAEO STARS

## EVENTS MANUAL

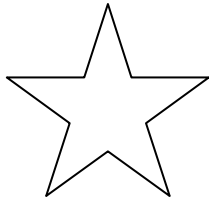
2011-2012

Nothing is predestined: The obstacles of your past can become the gateways that lead to new beginnings.

**Ralph Blum**



**Advisors: You are responsible for reading all pages in each event your student signs up for and help them develop the best they can in those events.**



# MAEO STARS EVENTS MANUAL

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# **MANAGEMENT** **DECISION MAKING**

**MAEO STARS**  
**MANAGEMENT DECISION MAKING**

**PURPOSE:** *To use fundamentals of informed decision-making and business management to solve a personnel problem related to a customer, employee, or management practice.*

**SPECIFICATIONS:**

1. Each team must consist of two to four student participants.
2. Each team will arrive 10 minutes prior: to review the problem, reach a solution, and present materials before entering room.
3. One to four members may participate in the oral presentation of the solution to the judges.
4. Presentation time to the judges will be determined at the event and will generally be five to ten minutes in length.
5. The Management Decision Making Problem will be a work-related issue.
6. Student participants must turn in all paperwork, notes, etc. relating to the presentation to the event chairperson before leaving.
7. Participants will present their solutions orally to a panel of two or more judges.
8. No audience will be allowed unless authorized by participants and judges.

**JUDGING:**

1. Each team will be judged based on the criteria on the rating sheet.  
Judges will be briefed by the event administrator on the criteria. Three is considered an average score.
2. Before the event begins, the judges will develop a list of three to six questions to be asked of each participant team. The use of other questions, which arise from the participant's response, is allowed. Probing of the responses is encouraged.

**TEACHER TIPS:**

Business Management:

- A. Apply personal management procedures.
- B. Apply human relations strategies.

Interpersonal Communications:

- A. Demonstrating effective public speaking skills, effective listening skills, appropriated feedback, problem-solving techniques, effective group skills, and communication strategies in a simulated situation.

# MANAGEMENT DECISION MAKING

## Sample Problem

You work at Neighborhood Cinemas, a movie theater chain. You work as an usher and also at the box office selling tickets. You have the most seniority of any employee and are often asked to step in to handle problems with employees and customers when the manager is unavailable.

Neighborhood Cinemas works very hard to please their customers, knowing that return business is important for the success of the theater. Recently, however, they have started a strict policy about admittance to R rated movies. In order to make sure that no person under 18 is admitted, employees selling tickets are to “card” anyone who looks like they are under the age of 25. The chain has been fined in the past for allowing underage persons into R rated movies, and they are making every effort to make sure that this does not happen again. The home office has even gone so far as to employ “secret shoppers,” persons who pretend to be a customer, but who are really assessing the performance of the employees. Employees who do not follow the stated policies can be terminated.

You are working as an usher on a Friday night and it is the opening night of the movie *Die Pretty*, a much anticipated R-rated action flick. The theater is full because of the new movie and the lines are long at the box office and the concession stands. The manager has noticed that the theater’s supply of popcorn is running low and has just left to make an emergency trip to a supermarket two miles away to buy more.

The manager has only been gone for about five minutes when you are asked to come to the box office to handle a “situation.” Christy, a 17 year old employee who has been with Neighborhood Cinemas for three months, is working there. Christy had followed company policy and asked a woman who looked like she was about 21 years old for her ID. The woman refused, stating that it was obvious to see that she was “old enough,” and that she had never been carded at the theater before. Christy had refused to sell her a ticket to *Die Pretty*.

When you get there the woman is still in front of the box office. She is very angry and complaining loudly. She is threatening to sue the theater chain for “age discrimination” and to write letters to all of the local papers detailing her bad treatment at the Neighborhood Cinemas. There is a long line of customers behind her waiting to buy tickets, some of whom are already beginning to complain about the wait. The woman refuses to move, Christy is crying and obviously not able to handle the situation. Something needs to be done quickly.

What do you do?

**MANAGEMENT DECISION MAKING**  
**PARTICIPANTS GUIDE**

1. What is the problem?

2. List important facts to consider.

3. List possible solutions.

Solution:     A.

                  B.

                  C.

                  D.

4. What will be the result of each solution?

Result:       A.

                  B.

                  C.

                  D.

5. What action should be taken and how will you follow up?

**MAEO STARS**  
**MANAGEMENT DECISION MAKING**  
**JUDGE'S EVALUATION**

Team Name: \_\_\_\_\_ School: \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Opening Statement</b>					
Appropriate to topic	1	2	3	4	5
Problem identified	1	2	3	4	5
<b>Consideration of Facts</b>					
Listed several with possible results	1	2	3	4	5
<b>Solution(s) To The Problem</b>					
Quality of solution(s)	1	2	3	4	5
Result of each solution	1	2	3	4	5
Listed supportive facts	1	2	3	4	5
Workability	1	2	3	4	5
<b>Follow-Up Procedures</b>	1	2	3	4	5
<b>Teamwork</b>	1	2	3	4	5
<b>Problem Solving Skills</b>	1	2	3	4	5
<b>Overall impressions</b>	1	2	3	4	5
<b>Effectiveness Of Presentation</b>					
Enthusiasm & Clarity of voice, volume, pace	1	2	3	4	5
Logical sentence & diction, grammar, slang	1	2	3	4	5
<b>Summary Statement</b>	1	2	3	4	5
<b>Personal Appearance</b>	1	2	3	4	5
<b>Answer to Judges' Questions</b>					
Complete	1	2	3	4	5
Concise	1	2	3	4	5

**Total Score** \_\_\_\_\_

**Judge's Initials** \_\_\_\_\_

**Note to Judges:** Please feel free to make further comments on the back. These comments may change an interviewer's rating as they move forward.

**PARENTING**

**DECISION MAKING**

**MAEO STARS**  
**PARENTING DECISION MAKING**

**PURPOSE:** *To apply principles of personal and family resource management and informed decision making to solve a parenting problem in a group setting.*

**SPECIFICATIONS:**

1. Each team must consist of two to four student participants.
2. MAEO STARS participants should report to the contest area at the specified time 5 minutes prior or may be disqualified. All material will be provided by the event administrator.
3. The participants will be given time to read a parenting related problem situation. A decision-making guide form will be provided for note taking and to organize the problem and alternative solutions. The problem may be read as many times as desired during the preparation period.
4. The participants will then meet with the judges for 5-10 minutes to role-play or identify the problem, the possible solutions recommended by the team, and the reason for selecting the solution. The team should divide the time between members to speak to the judges
5. The team may use their notes and should be able to define their choices of action in a businesslike manner. The judges will ask questions about the team's presentation.

**TEACHER TIPS:**

**Interpersonal Communication:**

- A. Demonstrate effective speaking skills, effective listening skills, appropriate feedback, problem-solving techniques, effective group skills, and communication strategies in a variety of simulated or authentic situations.
- B. Use skills of conciliation, mediation, or negotiation to improve communication.

**Personal Family Resource Management:**

- A. Analyze a household budget.
- B. Analyze how to manage household resources considering broader economic and environmental systems.

## **Parenting Decision Making** **Sample Problem**

Gena is a 20 year old single mother with a 5 year old son, Austin. Gena describes Austin as an “easy” child; he is friendly and outgoing and generally a happy child.

Austin is just beginning all-day kindergarten at a local elementary school. He went to preschool the previous year and did well. He loved going each day and liked his teacher and his classmates. His teacher praised his efforts and said he was ready for kindergarten the next year.

Gena asked other parents for advice before requesting a kindergarten teacher for Austin and chose Mrs. Edwards, who was highly recommended. As an added benefit, some of the children from Austin’s preschool are also in Mrs. Edwards’s class, so he knew several of his classmates already.

Because Austin is in school all day, Gena has increased her hours at work, moving from a part-time to a full-time position. Although she is more tired in the evenings, Gena is happy to be working full-time as she now has health care and other benefits.

Recently, Austin has been crying before bed and saying he does not want to go to school. When Gena asks Austin why, all he will say is that some one is being mean to him. She had a conference with Mrs. Edwards who said she had not observed anyone being mean to Austin but that Austin seemed “withdrawn” and did not seem to play with other children. She said she thought it was a phase and that he would get over it.

What is Gena’s next step? What should she do?

**MAEO STARS PARTICIPANTS' GUIDE**  
**PARENTING DECISION MAKING**

1. What is the problem?

2. List important facts to consider.

3. List possible solutions.

Solution:     A.

                  B.

                  C.

                  D.

4. What will be the result of each solution?

Result:       A.

                  B.

                  C.

                  D.

5. What action should be taken and how will you follow up?

**MAEO STARS**  
**PARENTING DECISION MAKING**  
**JUDGE'S EVALUATION**

Team Name \_\_\_\_\_ School: \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Opening Statement</b>					
Appropriate to topic	1	2	3	4	5
Problem identified	1	2	3	4	5
<b>Consideration of Facts</b>					
Listed several with possible results	1	2	3	4	5
<b>Solution(s) To The Problem</b>					
Quality of solution(s)	1	2	3	4	5
Result of each solution	1	2	3	4	5
Listed supportive facts	1	2	3	4	5
Workability	1	2	3	4	5
<b>Follow-Up Procedures</b>	1	2	3	4	5
<b>Teamwork</b>	1	2	3	4	5
<b>Problem Solving Skills</b>	1	2	3	4	5
<b>Overall impressions</b>	1	2	3	4	5
<b>Effectiveness Of Presentation</b>					
Enthusiasm & Clarity of voice, volume, pace	1	2	3	4	5
Logical sentence & diction, grammar, slang	1	2	3	4	5
<b>Summary Statement</b>	1	2	3	4	5
<b>Personal Appearance</b>	1	2	3	4	5
<b>Answer to Judges' Questions</b>					
Complete	1	2	3	4	5
Concise	1	2	3	4	5

**Total Score** \_\_\_\_\_  
**Judge's Initials** \_\_\_\_\_

**Note to Judges:** Please feel free to make further comments on the back. These comments may change an interviewer's rating as they move forward.

# **VIDEO PROMOTION**

**TOPIC: Original Promotion for Your School or Program  
or for S.T.A.R.S.**

## **MAEO STARS** **VIDEO PROMOTION**

**PURPOSE:** *To use fundamentals of informed decision making and business management to write (and produce) an original technical composition (promotion) for a particular audience.*

**TOPIC:** Original Promotion for Your School or for S.T.A.R.S.

### **SPECIFICATIONS:**

Each team must consist of two to four student participants.

Select a target market from the following:

Students

General Public

Employers

The promotion should be created to air on TV as a commercial or infomercial, and be between 90 seconds to 3 minutes in length. The team must select its audience and time length.

All teams presenting for this event **must supply their own presentation hardware.**

Only team members involved in the presentation will be allowed in the room unless agreed by participants and judges.

### **TEACHER TIPS:**

#### **Technical Writing:**

- A. Evaluate the amount of technical knowledge the audience has.
- B. Determine where and how the information will be used.
- C. Use style and format and conventions appropriate for the audience.

#### **Business Management:**

- A. Apply marketing strategies

#### **General:**

- A. All project demonstrations must be appropriate for an educational setting. No use of inappropriate language, gestures, dress or symbols. Use of any of the afore mentioned items will disqualify the project/demonstration.

**MAEO STARS**  
**VIDEO PROMOTION**  
**JUDGE'S EVALUATION**

Team Name \_\_\_\_\_ School: \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Appeal:</b>					
Directed to target market	1	2	3	4	5
Appeals to that group	1	2	3	4	5
<b>Idea:</b>					
Creative and well thought out	1	2	3	4	5
<b>Simplicity:</b>					
Stick to one basic idea	1	2	3	4	5
<b>Effectiveness:</b>					
Does the message sell?	1	2	3	4	5
Informative and to the point?	1	2	3	4	5
Interesting/Benefits offered?	1	2	3	4	5
<b>Narrative Presentation</b>					
“Good Word Accent” inflection	1	2	3	4	5
Clear pronunciation	1	2	3	4	5
Appropriate delivery	1	2	3	4	5
<b>Production:</b>					
Music and sound effects appropriate for target audience?	1	2	3	4	5
<b>Technical:</b>					
Over all quality of production	1	2	3	4	5
<b>Teamwork:</b>					
How well did the group work together?	1	2	3	4	5
Did everyone participate?					

**Total Score** \_\_\_\_\_

**Judge's Initials** \_\_\_\_\_

**Note to Judges:** Please feel free to make further comments on the back. These comments may change an interviewers rating as they move forward.

**GENIUS KIT/**

**SCULPTURE**

# MAEO STARS

## GENIUS KIT

**Purpose:** *To demonstrate teamwork by working as a group to cooperatively to design and build a sculpture. Sculpture must be accompanied by a title and written explanation.*

Specifications:

1. Each team must consist of two to four participants.
2. Materials can be cut, bent, twisted, folded, etc.
3. Sculpture must be created and designed by team members only.
4. Participants can only materials from the kit and any of the following items.
  - A. white, hot or epoxy glue
  - B. clear tape
  - C. scissors (cutting utensils)
  - D. markers
  - E. acrylic paint
  - F. Drop clothes (are suggested, but optional)
  - G. 5 X 8 index card

\*These must be supplied by the team.

**\*NO other materials will be allowed.\***

5. Building of the sculptures will begin at 9:00 a.m. and end promptly at Noon.
6. Each team must provide a small sign and write an artists' statement detailing the following information:

Title of work

School or program

Paragraph(s) written by students explaining the sculpture, title and meaning  
(5X8 Index Card recommended)

7. The sculpture must be no larger than what the materials provided allow.
8. **All debris and messes are to be cleaned up by the group.**
9. Group size is limited to one group per school.

**MAEO STARS**  
**Genius Kit**  
**JUDGE'S EVALUATION**

Team Name \_\_\_\_\_ School : \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Craftsmanship</b>					
Neatness	1	2	3	4	5
purposefully assembled	1	2	3	4	5
Dimensions are adhered to					
<b>Creativity/Innovation</b>					
Complexity	1	2	3	4	5
Original design	1	2	3	4	5
Visual Effect	1	2	3	4	5
Appealing	1	2	3	4	5
<b>Content:</b>					
Elements of design	1	2	3	4	5
Balance	1	2	3	4	5
<b>Artist's Written Statement</b>					
Appropriateness of title	1	2	3	4	5
Explains work	1	2	3	4	5
Compliments the Work	1	2	3	4	5
<b>Teamwork:</b>					
Did the group work together?	1	2	3	4	5
Did everyone participate?	1	2	3	4	5
Did the group clean up their work area?	1	2	3	4	5

**Total Score** \_\_\_\_\_

**Judge's Initials** \_\_\_\_\_

**Note to Judges:** Please feel free to make further comments on the back. These comments may change an interviewer's rating as they move forward.

**S.T.A.R.S**  
**Brochure**

# **MAEO STARS**

## **S.T.A.R.S. Brochure**

**PURPOSE:** *To use fundamentals of informed decision making and business management to positively produce an original promotion for M.A.E.O. S.T.A.R.S. Events*

### **SPECIFICATIONS:**

1. Each team must consist of two to four student participants.
2. Each team must submit an electronic copy of their brochure.
3. One to four members may participate in the oral presentation to the judges.
4. Presentation time will be five to ten minutes in length.
5. Brochure must be on 8 ½ x 11 paper
6. The brochure must include and explain all three S.T.A.R.S. Events.
7. Students must work within the guidelines provided by S.T.A.R.S.
8. All use of graphics must be appropriate for use by S.T.A.R.S.

### **JUDGING:**

Each team will be judged based on the criteria on the rating sheet.  
Judges will be briefed by the event administrator on the criteria.

### **TEACHER TIPS:**

#### **Technical Writing:**

- A. Determine where and how the information will be used.
- B. Use style and format and conventions appropriate for the audience.
- C. Appropriate use of visuals and wording

#### **Business Management:**

- D. Apply marketing strategies

#### **General:**

- E. All project demonstrations must be appropriate for an educational setting. No use of inappropriate language, gestures, dress or symbols. Use of any of the afore mentioned items will disqualify the project/demonstration.

**\*Students should include current STARS Co-Chairs and contact information.**

Alyona Troitsky - [alyonatroitsky@gmail.com](mailto:alyonatroitsky@gmail.com)  
Marcy Hanley – [marcyhanley@yahoo.com](mailto:marcyhanley@yahoo.com)



**Employment**

**Interview**  
**A or B**

**MAEO STARS**  
**EMPLOYMENT INTERVIEW A or B**

**PURPOSE:** *To demonstrate understanding of interpersonal communication strategies and apply a decision-making process in a simulated work situation.*

**SPECIFICATIONS:**

1. Each participant must apply for a specific position. Participants must be qualified for the position.
2. This event is conducted in two (2) judging stages; judging will be discussed at event.
3. Each participant must introduce him/herself and be given an application form if one has not already been filled out.
4. Each participant will complete an employment application form and submit a resume. **NO** other written or printed materials are allowed in this event.
5. Each participant must apply for one of the jobs listed on the “Help Wanted” page included in the materials for this event. (See “Help Wanted” pages)
6. Each participant will be allowed a **maximum** of ten (10) minutes in which to complete the actual employment interview.

**JUDGING:**

1. Each participant will be judged based on the criteria contained on the rating sheet. Judges will be briefed by the event administrator on the criteria.
2. The judges will be given a list of six (6) to eight (8) questions before the event begins which will be asked of each participant. The use of other questions, which arise from the participant’s response, is allowed. Probing of the responses is encouraged.
3. The role of the interviewer cannot be rotated among the judges; there may be two rounds of judging for this event.
4. **Please indicate career path on registration form. Career Path A is Business Professional and Career Path B is Service Professionals**

**TEACHER TIPS:**

**Interpersonal Communication:**

- A. Demonstrate effective speaking skills and listening skills, appropriate feedback, problem-solving techniques, and communication strategies.

**Occupational Experience**

- A. Analyze:
  1. Individual career-related strengths, experiences, and interests.
  2. Skills, technical information, and work relationships for a specific job.
- B. Make short-term employment choices.
- C. Create a job-seeking document
- D. Integrate technical knowledge and skills to achieve goals in an employment situation.
- E. Apply effective problem solving strategies in an employer-employee situation.

# EMPLOYMENT INTERVIEW

## Career Pathway A Business Professional

**Administrative Assistant** – Part-Time for busy office. Knowledge of Microsoft Office, manual typing and compassion toward customers a must.

**Clinic Assistant-Relief** - High school graduate. Education and/or training as medical secretary, medical receptionist, medical assistant, or one year experience as same. Demonstrated typing skills. Familiar with word processing and data entry functions. Well developed communication skills, both written and verbal. Able to communicate effectively with individuals and groups representing diverse perspectives.

**Office Person** - Downtown marketing firm has opening for a full time office person. Must be able to meet deadlines, complete reporting templates and have above average attention to detail. This position must effectively manage tasks, deadlines and changes. Work well in a team environment. Experience working in direct marketing. Writing copy, editing and proofing. Advance MS Office, Excel, Word and marketing/print software.

**Receptionist** - part-time. We offer competitive pay and great benefits. **Responsibilities:** Patient check in & out, Payment collection Data entry, Appointment scheduling organize workflow for future patients, Assist patients with clinic requests. **Qualifications:** Experience as a receptionist in a healthcare setting preferred Good interpersonal communication skills, enthusiastic attitude, detail oriented, & able to multi-task Computer knowledge & keyboard experience necessary Experience with electronic medical record keeping a plus HS diploma or GED

**Legal Assistant/Receptionist**- Grand Rapids law firm seeks an experienced receptionist with excellent telephone etiquette and interpersonal skills. Must also possess solid writing and clerical skills to provide secretarial support. Organizational and computer skills are also necessary. Must be able to work well under pressure. A positive attitude is essential. Must be able to manage multiple tasks, work independently and set priorities. Considerable professionalism, discretion and good judgment required. Competitive salary and benefits.

# EMPLOYMENT INTERVIEW

## Career Pathway B Service Professional

**Food Service** - Shift: Various shifts available Hours: hours will vary. The Food Service Associate is to carry out all assigned duties within the daily scope of the Food Service department including patient tray assembly, serving foods to customers, delivery of food and supplies, and cafeteria sanitation. This includes all areas with the exception of cooking. High school diploma or GED required and proof with documentation required upon hire.

Past experience working in Food Service is strongly preferred.

**Cook**- Part-time. Prepare and serve meals to teenage students and staff in a residential care facility. Diploma or GED, knowledge of safety and sanitation required. Reliable transportation a must. 30 hours per week including weekends. Pays \$8.30-\$9.00 hr.

**Shipping Clerk** - Full Time, 1st shift, Benefits. Responsible for printing customer order pick slips for DC; Manage and print customer back orders and future ship orders as stock out material is received. Matching production sample orders to consumer shipments. All data entry functions relating to warehouse operations. Assist warehouse supervisor in problem resolution.

**Custodian/Handyman** - PT, 4/hrs day. M-F. Some nights/weekend hrs. General cleaning, repairs, background check.

**Machine Operators/General Labor** - GREAT OPPORTUNITY FOR ALL 3 SHIFTS! We are immediately hiring for MANY light industrial positions for Ann Arbor and Manchester area. Good attendance and reliable transportation a must! Apply quickly, don't miss this great opportunity!!

**Child Care Worker**- Part Time Weekend Shifts Hiring for 1st and 2nd shift, Fri-Sun Participate as a member of a treatment team in a residential program to meet the social, recreational, behavioral, and educational needs of children exhibiting emotional and behavioral difficulties. Plan, implement, and participate in social and recreational activities for children.

**MAEO STARS**  
**EMPLOYMENT INTERVIEW**

**Interviewer's Rating Sheet**

Participant's Name: \_\_\_\_\_ School: \_\_\_\_\_

Position applying for: \_\_\_\_\_ Career Pathway \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Personal Appearance</b>					
Appropriate dress, business attire	1	2	3	4	5
Neat, clean, well groomed	1	2	3	4	5
Good handshake, eye contact	1	2	3	4	5
Sat comfortably, didn't slouch	1	2	3	4	5
<b>Employment Interview:</b>					
Greeting, introduction	1	2	3	4	5
Knowledge of job and duties	1	2	3	4	5
Explained personal qualifications	1	2	3	4	5
Didn't exaggerate qualifications	1	2	3	4	5
Didn't exaggerate strengths	1	2	3	4	5
Answered concisely, completely	1	2	3	4	5
Did not dominate, was not passive	1	2	3	4	5
Avoided slang and criticism	1	2	3	4	5
Clear voice, easy to understand	1	2	3	4	5
Asked for job, clarified follow-up	1	2	3	4	5
Thanked the interviewer	1	2	3	4	5
<b>Personal Attitude:</b>					
Courtesy, polite, sincere	1	2	3	4	5
Enthusiasm, Confidence	1	2	3	4	5

Total pts. \_\_\_\_\_

Judges initials: \_\_\_\_\_

**Note to Judges:** Please feel free to make further comments on the back. These comments may change an interviewer's rating as they move forward.

# **PUBLIC SPEAKING**

Nothing is predestined: The obstacles of your past can become the gateways that lead to new beginnings.

**Ralph Blum**

## **TOPIC:**

How can your past experiences help you to create new beginnings?

**MAEO STARS**  
**PUBLIC SPEAKING**

**PURPOSE:** *To demonstrate the ability to construct and deliver a speech using English language conventions for a specific purpose, situation, and audience.*

**TOPIC:** How can your past experiences help you to create new beginnings?

**SPECIFICATIONS:**

1. The length of the speech will be no less than three (3) minutes to a maximum of five (5) minutes in length.
2. Participants will speak before one or more judges.
3. Each participant may use notes and/or other visuals.

**TEACHER TIPS:**

**Public Speaking:** Using the given topic, students will:

- A. Determine the intent of the message.
- B. Select appropriate conventions of communication
- C. Construct supporting arguments using selected information
- D. Use visuals, technology, or other equipment
- E. Use effective delivery techniques
- F. Adjust the presentation based on verbal and nonverbal feedback from the audience

**JUDGING:**

1. Each participant will be judged on the criteria contained in the rating sheet. Judges will be briefed by the Event Administrator on the criteria.

**MAEO STARS**  
**PUBLIC SPEAKING**  
**Judge's Evaluation Sheet**

Participant's Name: \_\_\_\_\_

School: \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Intent of the message</b>					
Opening appropriate to audience	1	2	3	4	5
Opening interesting to audience	1	2	3	4	5
<b>Appropriate Conventions of Communications</b>					
Diction, grammar, pronunciation	1	2	3	4	5
Use of "word pictures"	1	2	3	4	5
<b>Supporting Arguments (Evidence)</b>					
Logical sequence, understandable	1	2	3	4	5
Suitable to topic, coherent	1	2	3	4	5
Good transitions	1	2	3	4	5
Focused on the purpose of speech	1	2	3	4	5
Central theme well-developed	1	2	3	4	5
Purpose achieved	1	2	3	4	5
<b>Effective Delivery Techniques</b>					
Appropriate dress	1	2	3	4	5
Neat, clean, well-groomed	1	2	3	4	5
Poise, gesture	1	2	3	4	5
Eye contact with the audience	1	2	3	4	5
Enthusiasm for the topic evident	1	2	3	4	5
Interesting to the audience	1	2	3	4	5
Voice varied and clear	1	2	3	4	5
Tempo, pace	1	2	3	4	5
Overall impressions	1	2	3	4	5

TOTAL POINTS \_\_\_\_\_

Judge's initials \_\_\_\_\_

**NOTE TO JUDGES:** Please write any comments on the back of this sheet. They may help in the event of a tie.

# **CAREER PORTFOLIO**

## MAEO STARS

# CAREER PORTFOLIO

**PURPOSE:** *To demonstrate an understanding of a specific career, and apply a decision-making process to research, organize, and present information directly related to the participant's work, training, and career plans.*

### **SPECIFICATIONS:**

1. Participants should select an entry-level position in their chosen career cluster that they are currently qualified for or will be in the near future.
2. Career portfolios must be the original and creative work of the student submitting the portfolio.
3. Career portfolios must be a minimum of ten (10) pages but cannot exceed twenty (20) pages. A page consists of one sheet of paper with materials present on a single side. No blank pages between documents.
4. Career portfolios must be typewritten or word-processed. Various type sizes, fonts, and computer enhancements are allowed.
5. Art work, photographs, and colored papers are allowed.
6. See "Judge's Career Portfolio Evaluation Sheet" for further tips.
7. Career Portfolios should contain:
  - Introduction
  - Resume
  - Reference List
  - Letters of Recommendation
  - Work Samples/Job Evaluations (Performance reviews or anything that shows the skills that are needed for that position.)
  - Samples of Supplemental Materials (certificates, awards, seminars, assessments)
  - Bonus Points: Originality

## **GUIDELINES FOR THE STUDENT INTERVIEW:**

1. The interview will be limited to ten (10) minutes.
2. The interview will be worth up to 15 points. The portfolio is worth up to 45.
3. The participant will begin the interview by describing their qualifications and interest in the position.
4. The participant must refer to their portfolio during the interview.
5. The participant may not bring anything else to the interview. No materials other than their portfolio may be referred to, nor may material be passed to the judges.
6. See Judges' Interview Evaluation Sheet.

## **TEACHER TIPS**

### **Career Investigation**

- A. Determine personal interest, aptitudes, and abilities.
- B. Establish an explicit career action plan, including selecting a program that meets a career or vocational preparation goal.
- C. Investigate a career through research internship, mentorship, or community service
- D. Evaluate career choices in relationship to life goals and personal attributes.

### **Occupational Experience**

- A. Analyze:
  1. Individual career-related strengths, experiences, and interests that may affect lifework choices
  2. Skills, technical information, and work relationships required for a specific job.
- B. Make short term and long-term employment choices.
- C. Create documents for job-seeking and placement.

**MAEO STARS**  
**CAREER PORTFOLIO**  
**Evaluation Sheet**

Participant's Name: \_\_\_\_\_

School: \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Introduction</b>					
Name, Career Path	1	2	3	4	5
<b>Resume</b>					
Format	1	2	3	4	5
Grammar, Spelling, Mechanics	1	2	3	4	5
Content	1	2	3	4	5
<b>Reference List</b>					
Contains 3 complete references	1	2	3	4	5
<b>Letters of Recommendation</b>					
Three letters from different references	1	2	3	4	5
<b>Supplemental Materials</b>					
May include:					
Diploma, certificates, awards seminars, and training assessments	1	2	3	4	5
<b>Work Samples/Job Evaluation</b>					
Quality	1	2	3	4	5
<b>Bonus Points</b>					
Originality	1	2	3	4	5

\*\*\* Interview sheet is on backside

TOTAL POINTS(45 possible) \_\_\_\_\_  
 Judge's initials \_\_\_\_\_

**NOTE TO JUDGES:** Please write any comments on the back of this sheet. They may help in the event of a tie.



**HUMAN RELATIONS**

**DECISION MAKING**

**MAEO STARS**  
**HUMAN RELATIONS DECISION MAKING**

**PURPOSE:** *To demonstrate understanding of interpersonal communication strategies, the components of the interpersonal communications process, and how various factors affect patterns of communication, interaction, and problem solving in real work situations.*

**SPECIFICATIONS:**

1. MAEO STARS participants should report to the contest area 5 minutes prior to the specified time or may be disqualified. All materials will be provided by the contest administrator.
2. The problem may be a case problem or a role-play situation.
3. The participant will be given 3-5 minutes to read a job-related problem situation. A pencil and decision making guide form will be provided for note taking and to organize the problem and alternative solutions. The problem may be read as many times as desired during the preparation time.
4. The participant will then meet with the judges for a maximum of 10 minutes to role-play the situation or identify the problem, the possible solutions, the solution recommended by the participant and the reasons for selecting that solution.
5. Participants may use their notes and should be able to define their choices of action in a business-like manner. The judges will ask questions about the participant's presentation during the 10 minutes.

**TEACHER TIPS:**

**Interpersonal Communication:**

1. Demonstrate effective speaking skills, effective listening skills, appropriate feedback, problem-solving techniques, and communication strategies in a simulated situation.
2. Using skills of conciliation, mediation, or negotiation to improve communication.

**Occupational Experience**

1. Applying effective problem-solving strategies in employer-employee, co-worker, and customer-client situations.

Human Relations Decision Making  
Sample Problem

Steve and Mark have been best friends since they were toddlers, and their families were friends before they were born. They are both currently 18 and in their senior year in high school.

The two of them also work at Smith's Electronics, a locally owned store which sells audio equipment, televisions, and related supplies. Mark has been there for six months and Steve for a year. After Steve was hired, he recommended Mark to Joe Smith, his boss, assuring him he was an honest person and a hard worker. When an employee left, Joe hired Mark based on Steve's recommendation.

Steve and Mark are the only two employees and, because of this, are given lots of responsibility. They frequently run the business on evenings and Saturdays and handle all duties except cashing up and making the deposit. Joe comes in later that evening or early the next morning before the store opens to take care of those things.

Joe is pleased with Steve and Mark as employees, and they think that he is a good boss. Joe is so happy with the way they work that he is considering leaving them in charge of the business for a week this summer while he and his family take a trip to Disney World. Joe and Mark would be responsible for all duties at the business, including cashing up and making deposits.

Ever since Joe mentioned leaving the store in their care for a week, Mark has been talking about ways to steal money from the business by manipulating the sales data and the deposit records. It started as a joke, but now he seems to be serious about it. He describes it as a "fool-proof" plan, and assures Steve that they won't get caught and he says, "Joe will never miss it."

Steve knows that stealing is always wrong and that by doing this they would betray Joe's trust in them. On the other hand, telling on Mark would be betraying a longtime friend, and he knows that Mark needs money to help pay fines from a speeding ticket he recently received. Also, Mark would certainly lose his job and Steve's might be in jeopardy as well because he recommended Mark so highly. What should Steve do?

## **Participant's Guide: HUMAN RELATIONS DECISION MAKING**

What is the problem?

List important facts to consider.

List possible solutions:

A.

B.

C.

D.

What will be the result of each solution?

Results:

A.

B.

C.

D.

What action should be taken, and how will you follow-up?

**MAEO STARS**  
**JUDGE'S EVALUATION GUIDE**  
**HUMAN RELATIONS DECISION MAKING**

Team Name: \_\_\_\_\_

School: \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b><u>Opening Statement</u></b>					
Appropriate to topic	1	2	3	4	5
Problem identified	1	2	3	4	5
<b><u>Considering Facts</u></b>					
Listed several, with possible results	1	2	3	4	5
<b><u>Solution(s) to the Problem</u></b>					
Quality of solutions	1	2	3	4	5
Results of each solution	1	2	3	4	5
List of supportive facts	1	2	3	4	5
Workability	1	2	3	4	5
<b>Follow-Up Procedures</b>	1	2	3	4	5
<b>Problem Solving Skills</b>	1	2	3	4	5
<b>Overall impression</b>	1	2	3	4	5
<b><u>Effectiveness of Presentation</u></b>					
Enthusiasm and clarity of voice	1	2	3	4	5
Logical sequence and diction (Grammar, Slang)	1	2	3	4	5
Poise, Gesture, Eye Contact	1	2	3	4	5
<b>Summary Statement</b>	1	2	3	4	5
<b><u>Personal Appearance</u></b>					
Neat, clean, well-groomed	1	2	3	4	5
<b><u>Answers to Judges' Questions</u></b>					
Complete	1	2	3	4	5
Concise	1	2	3	4	5

(80 Pts. Possible) Total: \_\_\_\_\_

Judge's Initials \_\_\_\_\_

**NOTE TO JUDGES:** Please write any comments on the back of this sheet. They may help in the event of a tie.

# **LIFE SMARTS**

## MAEO STARS LIFE SMARTS

### **PURPOSE:**

1. *To measure knowledge in consumer information.*
2. *To enhance team building skills.*
3. *To give students experience in “thinking on their feet”*

**ENTRIES:** One team per school; 4-5 participants per team

**SPECIFICATIONS:** Life Smarts is a game-show competition which tests the knowledge of participants on important consumer information.

- A. Questions will be asked from the following categories:
  - Personal Finance
  - Environment
  - Health and Safety
  - Consumer Rights and Responsibilities
  - Technology
- B. Teams will be paired by random drawing and will compete in a “tournament” format.
3. Teams must have at least four (4) participants to compete, with one alternate permitted. (Alternates may enter competition at the end of a round)
4. Each team will designate a captain.
5. There are three rounds to the competition:
  - A. Individual Round: (5 points each): Each team member will be asked at least one multiple-choice question. Only that person may respond, and will have ten (ten) seconds to reply.
  - B. Team Round: (5 points each): Multiple-choice questions will be offered to the entire team. They will have ten (10) seconds to confer and have the captain respond.
  - C. Challenge Round: (10 points each): Open-ended questions are offered to all teams. The individual who “rings” in first will have an opportunity to answer the question without conferring with teammates. Individual may “ring in” before the complete question is read.
  - D. Tie Breaker: (1 point each): If a tie breaker is needed, three Challenge Round style questions will be asked.

# **DEMONSTRATION**

## **EVENTS**

### **I. Demonstration Events**

- |                                 |                     |
|---------------------------------|---------------------|
| <b>A. Project Demonstration</b> | <b>page 44 – 46</b> |
| <b>B. Artistic Performance</b>  | <b>page 47 – 50</b> |
| <b>C. Art Display</b>           | <b>page 51 – 54</b> |
| <b>D. School Banner</b>         | <b>page 55 – 56</b> |

**PROJECT**

**DEMONSTRATION**

## MAEO STARS PROJECT DEMONSTRATION\*

**PURPOSE:** *To present interesting or innovative learning projects that share unique learning activities that other STARS chapters may replicate.*

### **SPECIFICATIONS:**

1. Any interesting or innovative learning projects can be presented; the event is designed to be a formal “show and tell.” This should include the story of the project from the beginning to end and include things that worked and things that didn’t.
2. The presenter(s) and presentation will be given feedback on:
  - Communication/presentation skills
  - Use of visuals (charts, posters, pictures, handouts, computers, videos, sound effects, etc.)
  - Content and significance of project.
3. Examples of past projects include:
  - Service learning projects
  - Mock trial
  - Entrepreneur ventures
  - Children’s books
  - Newsletters
  - Homepage, computer creation
  - Talk show video
  - Solar boat
4. A reminder of equipment you may need to provide for your presentation:  
Microphone and small speaker system  
Cassette tape player, CD player  
TV and VCR
5. Presentations can be done by an individual or group and should not be longer than ten (10) minutes.
6. Questions? E-mail Alyona Troitsky at [alyonatroitsky@gmail.com](mailto:alyonatroitsky@gmail.com), or Marcy Hanley at [marcyhanley@yahoo.com](mailto:marcyhanley@yahoo.com)

**All project demonstrations must be appropriate for an educational setting. No use of inappropriate language, gestures, dress or symbols. Use of any of the afore mentioned items will disqualify the project/demonstration.**

**\*Remember to indicate this event on the main registration form.**

**MAEO STARS**  
**PROJECT DEMONSTRATION FEEDBACK FORM**

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

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

Project Title: \_\_\_\_\_

School: \_\_\_\_\_



<b>Process</b>	<b>Good</b>	<b>Great</b>	<b>Fantastic</b>
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
<b>Product (Project)</b>	<b>Good</b>	<b>Great</b>	<b>Fantastic</b>
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: \_\_\_\_\_

Comments:

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**ARTISTIC**  
**PERFORMANCE**

**MAEO STARS**  
**ARTISTIC PERFORMANCE**

**PURPOSE:** *Perform or present a school appropriate artistic work in (A) dance, music, play or (B) original creative expression or interpretative reading.*

**SPECIFICATIONS:**

1. Carefully refer to evaluation sheet for focal points of the evaluation.
2. Any performance that is considered school appropriate is welcome and encouraged.
3. The length of each presentation should be no less than three (3) minutes and no longer than ten (10) minutes. Set up time is not included into the performance time. Out of consideration for the evaluators and other performers please set up as quickly as possible. **TIME WILL BE CALLED ON EXCESSIVELY LONG SET UPS.**
4. Participant will perform for evaluators and at the awards dinner for a live audience of STARS members, parents, faculty and guests.
5. Offensive and inappropriate performances will be dropped from the program

**ARTISTIC PERFORMANCE EVALUATION HINTS**

Each entry will be evaluated by a panel of two or more judges. The evaluations should be helpful in assisting you to improve future performances. This is a public performance.

**\*Remember to indicate this event on the main registration form and specify either A or B.**

**TEACHER TIPS:**

**Literary/ Arts Creation / Performance:**

- A. Demonstrate elements and skills of an art form.
- B. Demonstrate artistic decisions to communicate intent.
- C. Demonstrate a sense of artistic whole.
- D. Demonstrate a consideration of the audience.
- E. Use multiple sources for critique and feed back.

**All project demonstrations must be appropriate for an educational setting. No use of inappropriate language, gestures, dress or symbols. Use of any of the afore mentioned items will disqualify the project/demonstration.**

# MAEO STARS ARTISTIC PERFORMANCE EVALUATION SHEET



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

Name \_\_\_\_\_

Title of Work: \_\_\_\_\_

A or B: \_\_\_\_\_

School: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>4 Fantastic</b>	<b>3 Amazing</b>	<b>2 Great</b>	<b>1 Good</b>	
<b>Body Language</b>	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	_____
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	_____
<b>Introduction and Closure</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	_____
<b>Pacing</b>	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	_____
<b>Poise</b>	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	_____
<b>Voice</b>	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	_____
				<b>Total----&gt;</b>	_____

**Comments:**

**ART**

**DISPLAY**

## MAEO STARS ART DISPLAY

**Purpose:** *To create an original artwork, (with or without a creative piece closely connected in the meaning) display the work of art at the MAEO STARS Conference, and receive feedback in the form of a written critique*

**Evaluation:** All art work will receive feedback in the form of a written critique from a professional artist or art educator. These evaluations will be placed in an envelope and given to each participant. They will not be made public. MAEO STARS participants will also have an opportunity to provide feedback to artists at the conference.

### **Specifications:**

1. Using the theme is optional- If you are interested, please see this year's theme.
2. Select a quality piece of artwork you have completed this year.
3. If it is a drawing, photograph, pen and ink, pastel, etc. mount it neatly making certain that it has a stiff backing so it will not bend on an easel.
4. If it is a painting, the canvas edge should be finished, preferably framed. Framing is not required.
5. If you are including a poem or written piece, it must "go with" the visual work and also be mounted unless it is written directly on the artwork itself.
6. Three-dimensional work will be displayed on tabletops.
7. Write a biography following these directions. (An example biography is at the end of this section.)
  - Title of work
  - Student's full name
  - Age
  - Materials used to create this work
  - School or program
  - Location of school or program (city, town, etc.)
  - Paragraph written by student about the art work
8. Biographies are to be mounted and able to rest neatly on an easel next to the student's work without bending or sagging. Biographies for the three-dimensional work should be able to "stand-up" in the same way as freestanding picture frames.
9. Bring your artwork to the display registration area at the beginning of the Conference. Look for the sign. Write your name and school on your artwork.
10. Pick up your work at the end of the Conference, along with your critique and participation award.
11. All artwork will be accepted for display if it is in accordance with these guidelines, if it is quality work and is not disrespectful to any person, group, or culture. If a work is rejected for any of these reasons, an explanation will be provided to the student.
12. Questions? E-mail Alyona Troitsky at [alyonatroitsky@gmail.com](mailto:alyonatroitsky@gmail.com), or Marcy Hanley at [marcyhanley@yahoo.com](mailto:marcyhanley@yahoo.com)

**\*Remember to indicate this event on the main registration form and to register your work when you arrive at the conference\***

## **TEACHER TIPS:**

### **Literary and Arts Creation and Performance:**

- A. Demonstrate elements and skills of an art form.
- B. Demonstrate artistic decisions to communicate intent.
- C. Demonstrate a sense of artistic whole.
- D. Demonstrate a consideration of the audience.
- E. Use multiple sources for critique and feed back.

**All project demonstrations must be appropriate for an educational setting. No use of inappropriate language, gestures, dress or symbols. Use of any of the afore mentioned items will disqualify the project/demonstration.**

## **MAEO STARS** **BIOGRAPHY SAMPLE**

Star Struck  
By Sam Soupe  
16 years old  
Black and White Photograph  
Deer River ALC  
Deer River, MI

I'm a full-time student at Deer River ALC and work part-time at the Quick Stop. Since I was a kid, I've been into drawing. Most of my artwork is on notebook pages, (instead of the notes for the classes I'm in). If I could I would like to get a job in the field of art but that seems to be a long shot. I haven't totally given up on that idea. I'd like to try computer animation and I've heard there are jobs in that area.

This year our ALC has a dark room and I've been able to use an old Pentax to do some shooting. I really like the mood you can capture with black and white photography. And when I'm in the dark room I like the effects I am able to achieve by developing the prints myself. This is a three piece series I named the "Millennium Arrives" because it reminds me of the way things might be in the future... depending on the choices we make right now.

**MAEO STARS**  
**Artistic Display**  
**JUDGE'S CRITIQUE**

Artist Name \_\_\_\_\_

School \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Craftsmanship</b>					
Neatness	1	2	3	4	5
<b>Creativity/Innovation</b>					
Complexity	1	2	3	4	5
Original design	1	2	3	4	5
Visual Effect	1	2	3	4	5
Appealing	1	2	3	4	5
<b>Content:</b>					
Elements of design	1	2	3	4	5
Balance	1	2	3	4	5
<b>Artist's Written Statement</b>					
Appropriateness of title	1	2	3	4	5
Explains work	1	2	3	4	5
Compliments the Work	1	2	3	4	5

**Total Score** \_\_\_\_\_

**Judge's Initials** \_\_\_\_\_

**Note to Judges:** Please feel free to make further comments on the back. These comments may change an interviewer's rating as they move forward.

**SCHOOL**

**BANNER**

## MAEO STARS SCHOOL BANNER

**PURPOSE:** *To create an original flag/banner, which depicts/reflects the uniqueness of the school/program for display at the MAEO STARS Annual Spring Conference.*

**EVALUATION:** Each flag/banner will be individually judged based on the criteria listed below. First, second, and third place recognition will be awarded.

### **SPECIFICATIONS:**

**\*NOTE:** *Banners/Flags must be new each year. A school cannot use last year's banner/flag.*

1. Minimum size of flag/banner is no smaller than 2 1/2' x 4'
2. Maximum size of flag/banner is no larger than 3' x 5'
3. Must be created by the students.
4. Must be representative of the school/program
5. Must be displayed on a self supported device provided by the students (on a dowel/rod/flag pole, etc.) Attachments to the wall are prohibited.
6. Must be accompanied by a typed biography on what flag means/represents (i.e., the tree symbolizes growth, the rainbow-diversity, the lion-pride, etc.)  
The biography must also include:
  - The name of the school
  - Where the school is located (city, town, district)
  - What materials the banner/flag is made of (any can be used)
  - How many students worked on the banner/flag?
  - What process was involved in the development of and the finished product?
  - (i.e., several designs were submitted and voted upon, we used this material because it was donated, we felt creativity was more important than perfection)

### **TEACHER TIPS:**

- A. Demonstrate original creative design
- B. Demonstrate artistic decisions to communicate intent
- C. Demonstrate a consideration of the audience
- D. Accurate depiction of the school/program
- E. Of regulation size

**All banners must be appropriate for an educational setting. No use of inappropriate images or symbols. Use of any of the afore mentioned items will disqualify the project.**

**MAEO STARS**  
**SCHOOL BANNER/FLAG**  
**Evaluation Form**

School: \_\_\_\_\_

<b><u>Items To Evaluate</u></b>	Okay	Good	Great	Amazing	Fantastic
<b>Original Design</b>	1	2	3	4	5
<b>Creative Elements(s)</b>	1	2	3	4	5
<b>Accurate depiction of school program</b>	1	2	3	4	5
<b>Regulatory size</b>	1	2	3	4	5
<b>Biography Components &amp; written style</b>	1	2	3	4	5

School Banner/Flag Total Points (25 Maximum) \_\_\_\_\_

**Note to Judges:** Please feel free to make further comments on the back. These comments may change an interviewer’s rating as they move forward.