

## Verification of Mentoring Hours and Mentor Evaluation Rubric

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Good mentors are a vital part of a successful Senior Project. We appreciate that you helped us this year by mentoring a student. As the person who worked most closely with the student, we need your input to help determine the student's success. Please use this Verification of Mentoring Hours and Mentor Evaluation Rubric to confirm that your mentee worked the minimum required hours with you and to assess your mentee's performance.

Please complete this form and return it using the following three steps: (1) save the document under a new file name, (2) fill in all text boxes and click the check boxes next to the student's performance during their project, and (3) print either a hard copy of the document or save it as a PDF. Attach either a scanned copy of the rubric or the PDF to an e-mail to John O'Brien at [jjobrien@nssk12.org](mailto:jjobrien@nssk12.org). If you prefer to complete this document the "old school" way, you can print the form, fill it out, and return it by mail to: John O'Brien, 245 South Pier Road, Narragansett, RI 02882 or FAX it to 401-792-9410 (ATTN: John O'Brien). Thank you!

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

Mentor's Name: \_\_\_\_\_

Mentor's Signature/Electronic Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### PART I. Verification of Mentoring Hours

**Please complete one of the following two options.**

**Option 1:** I CAN verify that \_\_\_\_\_ (student name) spent fifteen (15) hours or more with me personally while I mentored them for their Senior Project.

**Option 2:** I CANNOT verify that \_\_\_\_\_ (student name) spent at least fifteen (15) hours with me personally while I mentored them for their Senior Project. However, I CAN verify that they spent \_\_\_\_ hours with me.

Continue on to pages 2 and 3 

## PART II. Mentor Evaluation

Criteria to be Assessed	Exceeds the Standard		Achieves the Standard		Working to Meet the Standard		Does Not Meet the Standard	
<b>Effort/Time</b> <i>What kind of effort and time did the student invest in the creation of this product?</i>	<input type="checkbox"/>	Student invested extra time and effort to create the product.	<input type="checkbox"/>	Student invested sufficient time and effort to create the product.	<input type="checkbox"/>	Student invested some time and effort to create the product, but not enough to be satisfactory.	<input type="checkbox"/>	Student invested minimal time or effort to create the product.
<b>Planning/Exploration</b> <i>How thoroughly did the student plan and explore possible methods to create the product?</i>	<input type="checkbox"/>	Student demonstrated extensive planning and exploration of methods to create the product.	<input type="checkbox"/>	Student demonstrated satisfactory planning and exploration of methods to create the product.	<input type="checkbox"/>	Student demonstrated some planning and exploration of ways to create the product, but not enough to be satisfactory.	<input type="checkbox"/>	Student demonstrated little or no planning or exploration of ways to create the product.
<b>Problem Solving</b> <i>Did the student solve problems as they occurred and demonstrate sound judgment in asking for guidance when needed?</i>	<input type="checkbox"/>	Student showed exceptional problem solving ability, demonstrated sound judgment in asking for guidance, and may have shown resourcefulness in seeking help from additional sources.	<input type="checkbox"/>	Student showed satisfactory problem solving ability and demonstrated sound judgment in asking for guidance.	<input type="checkbox"/>	Student showed some problem solving ability and at times may have demonstrated sound judgment in asking for guidance, but not enough to be satisfactory.	<input type="checkbox"/>	Student showed little or no problem solving ability and poor judgment in asking for guidance when needed.
<b>Evidence of Learning</b> <i>How well did the student learn the concepts and skills necessary to create the product?</i>	<input type="checkbox"/>	Student learned not only the concepts and skills necessary to create the product, but went beyond to learn even more.	<input type="checkbox"/>	Student satisfactorily learned the concepts and skills necessary to create the product.	<input type="checkbox"/>	Student learned some of the skills and concepts necessary to create the product, but did not learn enough to be satisfactory.	<input type="checkbox"/>	Student learned few or none of the skills and concepts necessary to create the product.
<b>Use of Sources/Materials</b> <i>How well was the student able to utilize sources and materials?</i>	<input type="checkbox"/>	Student not only utilized sources and materials with efficiency, but also demonstrated resourcefulness and ingenuity.	<input type="checkbox"/>	Student efficiently utilized sources and materials to create the product in a satisfactory manner.	<input type="checkbox"/>	Student utilized sources and materials somewhat efficiently, but not enough to create the product in a satisfactory manner	<input type="checkbox"/>	Student did not utilize sources and materials efficiently.

<b>Creativity and Enthusiasm</b> <i>What kind of creativity and enthusiasm did the student display?</i>	<input type="checkbox"/>	Student was exceptionally enthusiastic and creative.	<input type="checkbox"/>	Student was enthusiastic and creative.	<input type="checkbox"/>	Student was somewhat enthusiastic and creative but not enough to be satisfactory.	<input type="checkbox"/>	Student was not enthusiastic or creative.
<b>Verification/Paperwork</b> <i>Were all materials related to project verification handled in a timely and responsible manner?</i>	<input type="checkbox"/>	Student not only turned in required paperwork and verification logs in a timely and responsible manner, but also was self directed and kept materials organized.	<input type="checkbox"/>	Student turned in required paperwork and verification logs in a timely and responsible manner.	<input type="checkbox"/>	Students turned in most of the required paperwork and verification logs, but not always in a timely or responsible manner.	<input type="checkbox"/>	Students did not turn in the required paperwork or verification logs in a timely or responsible manner.
<b>Professional Behavior</b> <i>Did the student conduct themselves in a manner consistent with best business practices?</i>	<input type="checkbox"/>	Student was always courteous, responsible, punctual, honest, and accepted full accountability for their actions. Student showed a maturity beyond his age.	<input type="checkbox"/>	Student was courteous, responsible, punctual, honest, and accepted accountability for their actions.	<input type="checkbox"/>	Student was usually courteous, responsible, punctual, honest, and accepted accountability for their actions, but not always in a satisfactory manner.	<input type="checkbox"/>	Student was not courteous, responsible, punctual, honest, and did not accept accountability for their actions.

Based on your expertise, please assess and comment on the overall quality of the student's final product. Your comments and explanations are important to us and to the student. Please write these in the space below or on a separate sheet as you wish. Thank you for sharing your expertise with the students of NHS!!

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