

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

## **STORM AWARD Application**

Each year, graduating students earn STORM Awards at Commencement. These awards represent the qualities we value: Stewardship, Technology, Opportunity, Responsiveness, and Metacurriculum. The following 3 items are required for submission:

### **1. STORM Extra-Curricular Card (Green):**

- A minimum commitment to **one club or team per semester** of enrollment at RHSS
- A focus on **quality of commitment** to extra-curriculars, not quantity

### **2. Teacher References:**

- You must obtain the feedback and signature of **two** staff members for the club(s) or team(s) that you participated in the most.
- The Teacher References form is included in this package.

### **3. Written Response:**

- In 500 typed words or less, respond to **one** of the three quotations from Rick Hansen provided for you in this package and answer: **How have you demonstrated Rick's vision in your extra-curricular involvement?**
- Support your ideas with specific evidence from your contributions and experiences in your club or team. Articulate your difference maker philosophy: determination, inspiration, courage, leadership, teamwork, and making a difference in the lives of others.

### **Evaluation:**

- A rubric will be used to score each student's extra-curricular involvement and written response (see attached).
- Students who achieve a Level 3 will have the **Silver STORM Award** read after their name when crossing the stage at commencement.
- Students who achieve a level 4 will win the **Gold STORM Award** for his/her graduating year.
- Students will not be notified if they have won an award until the day of commencement.

Please submit your **signed STORM Green Card** and **500-word maximum response** to Mr. Birrell in Guidance **by Friday, May 3, 2019.**

Thank you,

The RHSS Awards Committee

***\*Please submit this entire package with your name and student number on each page.\****

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

**STORM AWARD  
Teacher References**

**Teacher Reference #1**

Teacher Name: \_\_\_\_\_ Club/Team: \_\_\_\_\_

Please reflect on the student's involvement in your extra-curricular group by rating the following:

<b>Criteria</b>	<b>Don't Know</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
1. Attendance					
2. Attitude					
3. Collaboration					
4. Contribution & Participation					
5. Leadership					

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

Teacher Signature: \_\_\_\_\_

**Teacher Reference #2**

Teacher Name: \_\_\_\_\_ Club/Team: \_\_\_\_\_

Please reflect on the student's involvement in your extra-curricular group by rating the following:

<b>Criteria</b>	<b>Don't Know</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
6. Attendance					
7. Attitude					
8. Collaboration					
9. Contribution & Participation					
10. Leadership					

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

Teacher Signature: \_\_\_\_\_

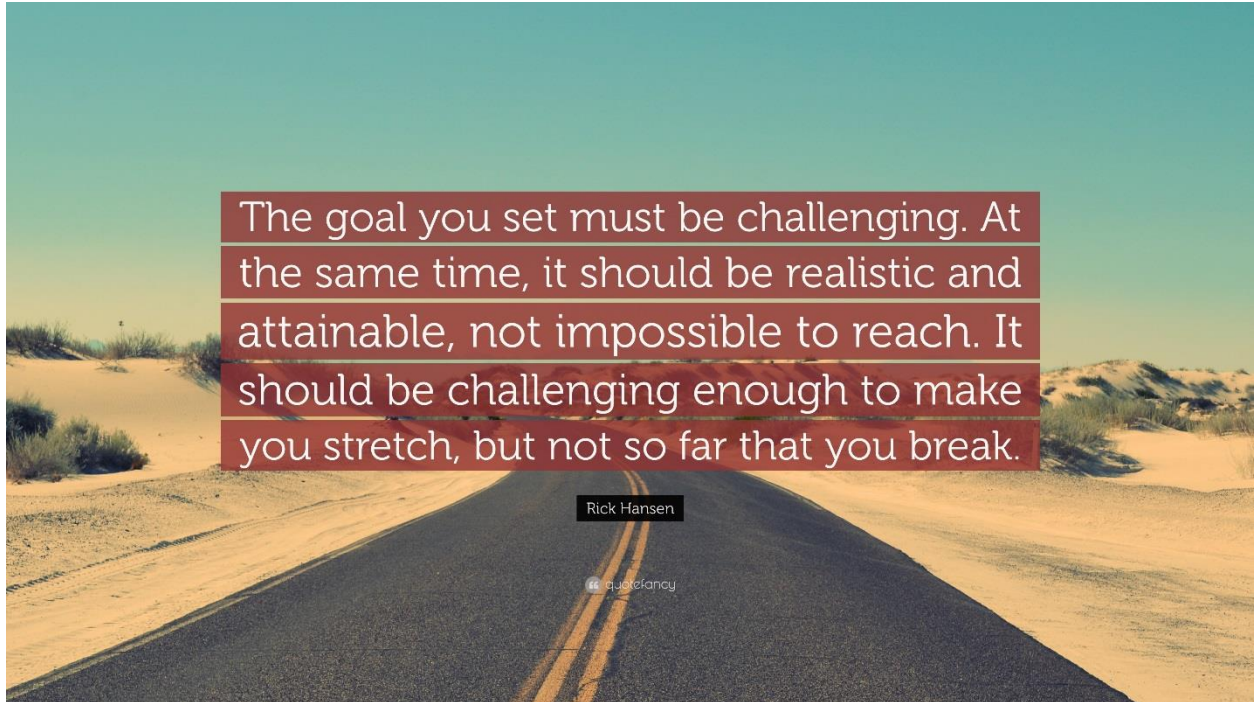
Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

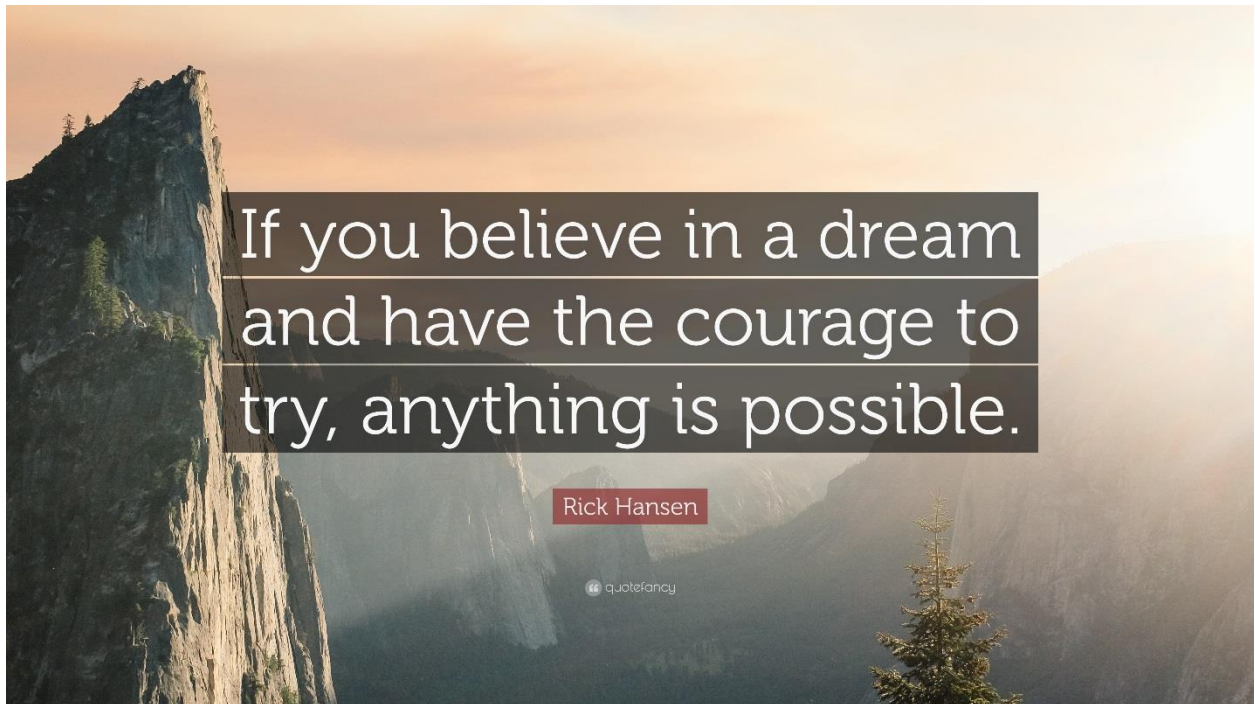
## STORM AWARD Written Response

Circle the quotation you have chosen to respond to:

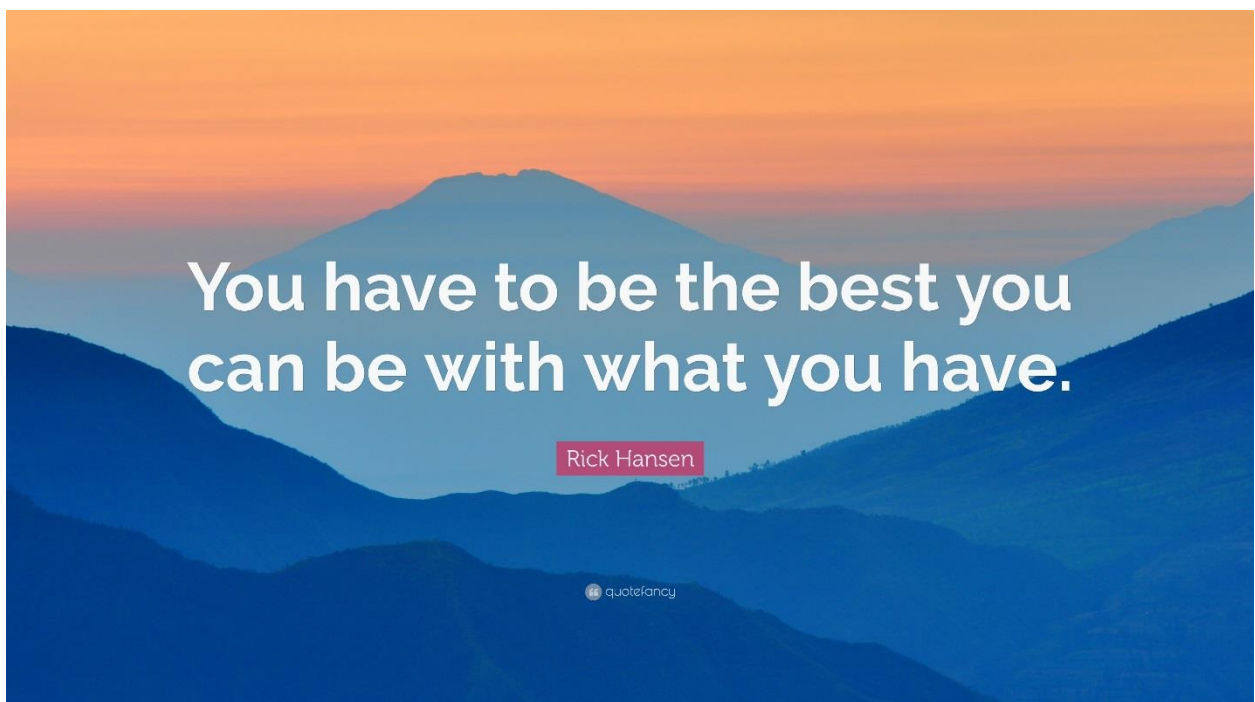
A)



B)



C)



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

Student Number: \_\_\_\_\_

**STORM AWARD  
Evaluation**

<b>Criteria</b>	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
<p><b>Knowledge &amp; Understanding</b></p> <p><i>Quality Extra-Curricular Participation</i></p>	Green card demonstrates a <i>limited</i> commitment to quality participation in extra-curriculars; <i>overbooked</i> or <i>under enrolled</i> across year(s)	Green card demonstrates a <i>satisfactory</i> commitment to quality participation in extra-curriculars; <i>some irregular</i> enrollment and <i>some</i> balance across year(s)	Green card demonstrates a <i>good</i> commitment to quality participation in extra-curriculars; <i>regular</i> enrollment and <i>good</i> balance across year(s)	Green card demonstrates an <i>excellent</i> commitment to quality participation in extra-curriculars; <i>consistent</i> enrollment and <i>excellent</i> balance across year(s)
<p><b>Thinking</b></p> <p><i>Difference Maker Philosophy</i></p>	Written response <i>vaguely</i> articulates a personal difference maker philosophy	Written response <i>satisfactorily</i> articulates a personal difference maker philosophy	Written response <i>considerably</i> articulates a personal difference maker philosophy	Written response <i>clearly</i> articulates a personal difference maker philosophy
<p><b>Communication</b></p> <p><i>Response is easy to read</i></p>	Written response is <i>unclear and ineffective</i> ; with <i>several</i> sentence or paragraph errors that impede communication	Written response is <i>somewhat</i> clear and effective; with <i>some</i> sentence or paragraph errors that impede communication	Written response is written <i>considerably</i> clearly and effectively; with a <i>few</i> sentence or paragraph errors	Written response is written <i>very</i> clearly and effectively; <i>void</i> of any sentence or paragraph errors
<p><b>Application</b></p> <p><i>Connections between you and Rick Hansen</i></p>	Written response makes <i>few</i> connections between Rick Hansen's philosophy and personal experiences in extra-curriculars	Written response makes <i>some</i> connections between Rick Hansen's philosophy and personal experiences in extra-curriculars	Written response makes <i>good</i> connections between Rick Hansen's philosophy and personal experiences in extra-curriculars	Written response makes <i>excellent</i> connections between Rick Hansen's philosophy and personal experiences in extra-curriculars
<b>Overall Level</b>				