Due Date: <mark>Friday, September 16, 2022</mark> at 11:59pm. No late submissions will be accepted.
[GOOGLE FORM TO SUBMIT APPLICATION](#)

DENTON MAGNET SCHOOL OF TECHNOLOGY

ACES PROGRAM APPLICATION

$5 Application Fee (Non-Refundable)
Send cash or check to: Denton Magnet School of Technology
(phone number and driver's license number needed on checks)

What is the ACES Program?

ACES stands for Advancing Computing, Engineering, and Science. Students in the ACES program will complete a variety of hands-on projects in these fields, using the engineering design process, and learning key skills in one of a variety of crafts along the way. The ACES program supports the DMST mission to cultivate curiosity and prepare students to thrive as productive citizens in an evolving, technology-driven, global society.

- Students accepted to the ACES program are grouped with other highly motivated and driven students, giving them opportunities to form friendships with one another and have constant intellectual challenges, driving all students to reach new heights.
- Students have opportunities to develop key skills for success, like collaboration, leadership, public speaking, planning, problem solving, and business/entrepreneurship.

APPLICATION WINDOW

There are two application windows for the Denton ACES program. They are announced each year, held in early Fall and Spring. No ACES applications will be accepted outside of the application window.

RECEIVING HELP

The ACES Program is very rewarding for students who choose to commit to the program and work hard. Students are expected to have their work reviewed for feedback by peers and adults before submission. However, if it is determined that anyone besides the student did the submission project, the student will be immediately removed from the ACES program.

STUDENTS IN THE ACES PROGRAM

The ACES Program is a full school year commitment. Participation in other school (or out of school) programs will not exclude a student from participating in ACES. However, students should be aware of what the commitment to ACES entails and be prepared to schedule their activities so that they can fully complete all their commitments. For example, a student participating in ACES and the basketball team may plan to complete some of their ACES projects early so that they are not behind after basketball season is over.

ACADEMICS , ATTENDANCE, AND BEHAVIOR

Students in the ACES Program are leaders at Denton and will be held to high standards. Breaking school rules such as uniform policy, attendance policy, grade policy, etc. can lead a student to be suspended and/or removed from the ACES Program. ACES students must adhere to the highest level of good citizenship.

PARENTS IN THE ACES PROGRAM

Parents are an important part of our program. As the parent of an ACES student, you are a key part of the support both to your child in this program, but also to the shared goals of the ACES Program. Parents will be called on to help with fundraising, mentoring, planning support, and student monitoring throughout the year in a variety of capacities. As you can see from the general schedule, our whole school year is very busy. We can't do it without you!

There is a yearly fee for joining ACES and we propose sponsorship opportunities, but students chosen will be responsible for a fee to cover the numerous competition fees, travel, and accommodations involved. See competitions below.

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ACES - GENERAL YEARLY SCHEDULE

This schedule is a rough outline intended to give parents and students an idea of the commitment to the ACES Program.

August   -Contest Awareness

- ❖ ACTE -(Fall and Spring) Virtual. Team Programming Challenge
- ❖ ACTE - (Spring) Virtual or Local. Animation, Audio, Computer Programming, Digital Art, Digital Game Design, Graphic Design, Hardware Modification, Mobile Apps, Multimedia Apps, Productivity Design,

  -Digital Portfolio Skills

- ❖ MCPSS Film Festival - (Spring) Local. Animation, Commercial, Documentary, Music and Performing Arts, Newscast, Short Films
- ❖ TSA -(Spring) - Travel to Montgomery, 3 days. Career Prep, CAD Foundations, Challenging Technology Issues, Children's Stories, Coding, Cybersecurity, Data Science and Analytics, Digital Photography, Dragster, Essays on Technology, Flight, Forensic Science, Foundations of Information Technology, Inventions and Innovations, Junior Solar Sprint, Leadership Strategies, Mechanical Engineering, Medical technology, Microcontroller Design, Off the Grid, Prepared Speech, Problem Solving, Promotional Marketing, Structural Engineering, System Control Technology, Tech Bowl, VEX Robotics, Video Game Design, Website Design, Catapult Design, Creed, Safety Illustration, State Pin Contest, State T-Shirt Contest

  -Elect TSA officers and determine Fundraising Plan for Competition Travel
  -Build skills
  -Introduce VEX IQ and Start VEX EDR Kit
  -Notebooking Skills
  -Digital Portfolio Skills

September
- ● ACTE Team Programming Challenge (Permitted languages are C99, C++11, Java and Python3)
- ● ACTE - research projects, READ THE RULES, plan for building projects and digital portfolios
- ● MCPSS Film Festival - Get Ideas APPROVED
- ● TSA - research projects, READ THE RULES, plan for building projects
- ● Begin Fundraising Plan for TSA Travel
- ● VEX V5 competitions begins, VEX IQ planning & prep for TSA

October
- ● TSA – planning, researching, and implement TSA Fundraising Plan (for travel)
- ● ACTE -(Regional Fair) Project Work -Script/Storyboard, project documentation, Digital Portfolio work
- ● MCPSS Film Festival - Project Work- Script/Storyboard
- ● VEX EDR and IQ prep for TSA

November
- ● Begin planning TSA Projects and Implement TSA Fundraising Plan (for travel)
- ● VEX EDR and IQ prep for TSA
- ● ACTE -(Regional Fair) Project Work Script/Storyboard, Project Approval, upload to Digital Portfolio
- ● MCPSS Film Festival – Project Work Script/Storyboard -Project Approval

December
- ● ACTE Project Work, Digital Portfolio Work
- ● MCPSS Film Festival Work
- ● VEX EDR and IQ prep for TSA
- ● Continue TSA Projects

January
- ● ACTE and MCPSS Film Festival – First Draft Projects completed for approval
- ● Continue TSA Project
- ● VEX V5 and IQ prep for TSA

February
- ● ACTE Team Programming Challenge (Permitted languages are C99, C++11, Java and Python3)
- ● ACTE-(Regional Fair) -Projects and Digital Portfolios Due
- ● MCPSS Film Festival – Video Projects Due
- ● TSA Project Work

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	• VEX V5 State and IQ prep for TSA
March	• ACTE Regional Winners prepare for State Registration (1st and 2nd Place Winners) • Continue TSA Projects, Practice Interviews and Finalize Models • VEX Alabama STATE Championship (can qualify for VEX Worlds)
April	• Finalize all TSA Projects • TSA STATE mid-month • MCPSS Film Festival Ceremony • ACTE State Competition Applications, Projects and Digital Portfolios Due
May	• Denton ACES TECH EXPO • Prepare for TSA Nationals • ACES Application for next year

ACES Student Application Instructions

Read the accompanying pages of this document about the ACES Program and show it to your parents. Complete the design challenge for the pathway that you choose. Document your work in a project portfolio answering the questions listed below the task. Use the project checklist and rubric that accompanies your selection to ensure you are submitting all of the required parts of your application.

Engineering Design Process: Be aware of how you use the Engineering Design Process to solve the problem.

1. Define the problem
2. Research and brainstorm solutions
3. Build and test a prototype
4. Redesign
5. Communicate Results

ACES Tips

- If you feel stuck, follow the engineering design process
- Build your prototype quickly and spend most of your time testing/improving
- At least half of your time should be spent answering the questions
- Be prepared to work on ACES projects at home
- Always read the rules and instructions
- Be attentive to deadlines

Which Project Should I Complete?

Review the 4 project choices on the following pages. The projects are similar to those at ACES Competitions.

Choose one pathway:
Design & Modeling, Coding/Programming, or Production (Video, Web/Logo Design).

Returning Applicants

Students who are currently members of ACES.

1) 250-word essay about your contributions to the ACES team this school year. This should explain how you benefit the team with your leadership, computing, engineering, and other technical skills.
2) Each returning applicant must also answer the questions in the "General Questions" section.

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<u>Project: Penny Launcher</u>

Build: Design and build a projectile launcher. Your launcher must meet the following criteria:

- Launch a penny 7 feet
- Accurately hit a target
- Use only the materials allotted. You do not have to use all materials. You are not limited in the quantity of any material.

o Pencils	o plastic or metal bottle caps	o straws
o popsicle stick (any size)	o shoe box or tissue box	o CDs or DVDs
o balsa wood or similar	o paper clips	o Sponge
o tape (any kind)	o binder clips	o rubber band
o glue(any kind)	o any paper, plastic, cardboard	o plastic utensil
o string, rope, or paracord		

Documentation: Respond to the following questions and instructions in complete sentences (as it applies). You should demonstrate your ability to communicate your reasoning and how you used the engineering design process.

1. Insert an engineering drawing of your launcher on graph paper. You should have a front, side, top and isometric views. Include measurements and labels. You may complete the drawing by hand or by computer.
2. Describe the design of your launcher and why you made the decisions you did. Discuss significant design decisions in depth.
3. Describe how you applied each step of the engineering design process. Be detailed and use examples.
4. Evaluating your design is an important part of improving. Include a table that measures the accuracy of your build and document multiple tests conducted over time. Describe how you used this data to help you evaluate and improve your design.
5. If you were to redesign your launcher, what would you change and why?
6. Answer the General Questions at the end of the application.

Video: Include a short video demonstration of your build. Your video should be less than 45 seconds and should show your penny launcher working (or an attempt if it does not work). Include any relevant information the viewer should know about how to make your penny launcher work.

Design & Modeling Submission Checklist: Submit link(s) of your project parts listed below as directed in google form ACES Application instructions.

Penny Launcher Submission Checklist: Submit link(s) of your project parts listed below as directed in google form ACES Application instructions.

- ✔ **Project Video**
- ✔ **Documentation Questions**
- ✔ **General Questions**

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Penny Launcher Submission Rubric

	Exceeds	Proficient	Needs work	Missing
Build	Build works and construction is sturdy.	Build works, but construction is not sturdy.	Build works, but construction is flimsy.	Build doesn't work.
Overall Portfolio and grammar/spelling	Portfolio is complete and free of grammar mistakes.	Portfolio is complete. Grammar mistakes do not take away from understanding.	Portfolio is complete. Grammar mistakes negatively impact understanding of content.	Portfolio is incomplete or grammar is very poor throughout.
General Questions	Applicant answered the questions.			Did not answer the questions.
Engineering Drawing	The drawing is clear. The drawing has multiple views, measurements, scales, and labels.	The drawing is clear. The drawing may be lacking in one area: labels, views, or measurements.	The drawing is missing a lot of information.	There is no drawing provided.
Description and explanation of design	The description is thorough and addresses all the features of the launcher.	The description is thorough and addresses most of the features of the launcher.	The description is broad and the features of the launcher are not addressed.	There is no description provided.
Application of engineering process	The student addresses all aspects of the EDP with meaningful and relevant answers.	The student addresses all aspects of the EDP with somewhat meaningful/relevant answers.	The student addresses most aspects of the EDP with few details or relevance to the project.	The EDP is not referenced in a meaningful way.
Evaluation of Design	The table documents design improvements. Information from the table is used to design improvements. Reasoning is scientific, thorough, and meaningful.	The table documents design improvements Information from the table is used to design improvements. Reasoning is mostly reflected in the results.	The table documents design improvements. Information from the table is used to design improvements. Reasoning is loosely reflected in the results.	There table is poorly constructed or has missing information. OR The student does not use as evidence to describe improvements. OR Reasoning is not reflected in the results.
Redesign of Launcher	The student makes note of a redesign with reasonable explanations.	The student makes note of a redesign with a somewhat clear explanation.	The applicant makes note of a redesign without explaining the need for it.	There are no redesigns or there is a redesign with no meaningful explanation.
Video Build Demo	The build is successfully demonstrated multiple times.	The build is successfully demonstrated once.	The build is demonstrated, but not successful.	The video is missing or does not demonstrate the build.
Understanding of Commitment	Applicant exhibits full understanding of commitment and an eagerness to complete responsibilities.	Applicant exhibits some understanding of the commitment and will likely be able to complete responsibilities.	Applicant does not seem to fully understand the commitment required to the ACES Program.	Applicant seems unlikely to succeed in the ACES program along with their full course load of classes at DMST.

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Project: Graphic Arts Logo

Directions: It is important that we give back to our community. You are going to select a cause that you are interested in or passionate about and create an identity package for the business, organization, or service. You may use any technology tools including, but not limited to, Microsoft Publisher, Canva, Adobe Illustrator, Photopea, and/or Photoshop. You will create the following items in your identity package:

1. Logo Design
2. Poster
3. T-shirt

Each one of the items that you create must follow the elements of art and principles of design:

Elements of Art: Line, Color, Shape, Form, Value, Space, and Texture

Principles of Design: Balance, Repetition, Contrast, Emphasis, Scale, and Unity

Part 1: Logo Design

Required Elements
- The idea is to find the perfect image to personify an organization's values, services, and mission.
- Include brand name, graphic image, and slogan.
- Submit a color version of your logo.
- Choose a color palette with only 3 - 4 colors. Hex codes for each color must be provided in your documentation. Color palettes must be chosen from one of the following color harmonies:
    - Analogous colors - Colors that are right next to one another on the color wheel that results in a low contrast harmony.
    - Monochromatic colors - Dark, medium, and light versions of the same color.
    - Complimentary colors - Colors that are on the opposite side of the color wheel that creates the most contrast.

Design Principles
- The brand name is most important. Use font size and colors to apply visual hierarchy to your design.
- Simple designs are recognizable. Use color and purposefully chosen fonts to make your logo highly visible.
- Consider the relative sizes of your design elements and white space or negative space between them to ensure that your final product is not overcrowded.

Part 2: Poster Design

Required Elements
- A poster design is about the impact that makes on others. You want to inspire interest and action based on what is presented on the poster.
- Width: 8.5 inches
- Height: 11 inches
- Resolution: 150 (dpi = dots per inch)
- Color: RBG
- Background: white (or transparent)
- Include brand name, graphic image, and slogan.
- Choose a color palette from the following harmonies: Analogous colors, Monochromatic colors, and/or Complimentary colors.
- The Hex codes for each color must be provided in your documentation.
- Create and design your poster using the Elements of Art and Principles of Design.

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Part 3: T-shirt Design

Required Elements
- Include brand name, graphic image, and slogan.
- Create and design your t-shirt using the Elements of Art and Principles of Design
- Choose a color palette with only 1 - 3 colors.
- The Hex codes for each color must be provided in your documentation.
- Choose a color palette from the following harmonies: Analogous colors, Monochromatic colors, and/or Complimentary colors.

Documentation: Type the response to the following questions in complete sentences. You should demonstrate your ability to communicate your reasoning and how you used the engineering design process for this project.
1. Why did you select this business, organization, or service to create your project?
2. What is the meaning or purpose behind this business, organization, or service?
3. Insert a table with the hex codes for the logo, poster, and t-shirt design.
4. What other products could you design to advertise your chosen business, organization, or service?
5. Answer the General Questions at the end of the application.

Item	Hex Code(s)
Logo	
Poster	
T-shirt	

Graphic Arts Submission Checklist: Submit link(s) of your project parts listed below as directed in google form ACES Application instructions.
- ✔ **Logo**
- ✔ **Poster**
- ✔ **T-shirt design**
- ✔ **Documentation Questions**
- ✔ **General Questions**

Graphic Arts Submission Rubric

	Exceeds	Proficient	Needs Work	Missing
Overall Identity Package	Project meets and exceeds requirements.	Project meets requirements.	Project meets minimal requirements.	Project is incomplete and missing major elements.
Logo	All required elements are included. They support communication of the brand promise.	All required elements are included. The brand promise is mostly communicated through the logo.	All required elements are included, but the brand promise is poorly communicated or confusing.	Missing required elements or elements do not communicate a brand promise.
Poster	Visual hierarchy, white space, size and color are used purposefully to communicate the brand promise.	Visual hierarchy, white space, size and color communicate a brand promise somewhat successfully.	Design principles are present, but are only loosely connected to a brand promise.	The design principles are not used successfully.
T-Shirt Design	The message on the t-shirt is bold and compelling. Fonts and effects help create a strong visually connection with the work. All font sizes are appropriate. Work has no evident imperfection. Work is clean and neat.	The message on the t-shirt is clear and compelling. Typography choices area appropriate without an excessive number of fonts or effects. Work may have slight imperfections, but they are not immediately obvious.	The message on the t-shirt is clear, but fails to go beyond something simple or obvious. Typography is generally effective, although the font choice, size, and effects may create minor distractions.	The message on the t-shirt is absent or slightly confusing. The font choices create distractions and weaken the work in dramatic ways. Imperfections are highly distracting and take away from the overall effectiveness.
Overall Portfolio and grammar and spelling	Portfolio is complete and free of grammar mistakes.	Portfolio is complete. Grammar mistakes do not take away from understanding.	Portfolio is complete. Grammar mistakes negatively impact understanding of content.	Portfolio is incomplete or grammar is very poor throughout.

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Coding Project (Digital Game)

This category allows students to develop an original project of an interactive game with rules and a purpose. Scratch, Blockly, and Code.org Play Lab are good options for Digital Game Design.

Build Instructions and Content Requirements:

- Use a higher level of creativity throughout the design process and written presentation.
- Digital Game Design projects should include original content, design, and rules of an interactive game.
- The project should demonstrate a clear and cohesive message through the interactive and creative components.
- Digital Game projects must include a title and instructions on the face of the project explaining how to use your project as intended. Instructions must be clear and concise with correct spelling and grammar within the digital project. (Example: PacMan - Use the arrow keys to move through the gameboard and collect the dots.)
- Demonstrate creativity and a solid understanding of the software in development of the project.
- Digital Game - at least one sprite should be an original creation with at least three different positions. You may use prebuilt sprites for your other requirements.
- Digital Game user inputs should be explained in game directions
- The project should use citations for sources & permissions for non-student produced materials.
- Students need to state what inspired their game idea and how they programmed their game to achieve their project goals.

Documentation:

- Describe how you applied each step of the engineering design process. Be detailed and use examples.
- Describe what inspired the creation, what software was used and how the software was used to create the design. In addition, include how you programmed the game to achieve the project goals.
- Digital Game Design- should include screenshots of views within the game with explanations as well as screenshots of your code.
- Answer the General Questions at the end of the application.

Coding Submission Checklist: Submit link(s) of your project parts listed below as directed in google form ACES Application instructions.
- ✔ **Coding Project**
- ✔ **Documentation**
- ✔ **General Questions**

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Coding Rubric

Coding Project (Digital Game)	Exceeds	Proficient	Needs Work	Missing
Overall Portfolio and grammar/spelling	Project is complete and free of grammar mistakes.	Project is complete. Grammar mistakes do not take away from understanding.	Project is complete. Grammar mistakes make it hard to understand.	Project is incomplete or grammar is very poor throughout.
Project Completion Did student complete the entire project?	Project meets and exceeds requirements.	Project meets requirements.	Project meets minimal requirements.	Project is incomplete and missing major elements.
Creativity Did student use a higher level of creativity throughout the design process and presentation?	Displays a high level of creativity throughout the creation process. Project presentation exceeds required elements.	Displays average creativity of project and presentation.	Displays lower level of creativity of project and presentation.	Minimal levels of creativity within project and presentation.
Purpose Did all parts of the project work together for the intended purpose?	The project meets and exceeds requirements and guidelines consistently and expresses quality work.	The project meets requirements and guidelines consistently.	The project meets minimal requirements with few errors or flaws in the program.	Minimal requirements were met. Errors occurred within the programming and the game/digital art did not perform as intended.
Understanding Did student demonstrate a solid understanding of the software in development of the project?	Student work shows mastery of software used, the process and all elements of the process were explained within the project.	Student work shows average knowledge of software used and the process. All elements of the process were explained within the project.	Student work shows minimal knowledge of software used and/or the process. Elements of the process were not explained clearly within the project.	Student work shows very little knowledge of software used, the process or the elements of the process were not explained within the project.
Documentation Binder/Folder Did the student present and submit all the required documentation in a neat and organized binder/folder?	All required elements of the project submitted. Documents are typed or printed in color when needed and are neat and attractive.	Most required elements of the project submitted. Documents are typed or colored and are neat and attractive.	Some required elements of the project submitted. Project is presented, but not as neat or orderly as it could be.	Little to no required elements of the project submitted. Project is presented but is missing elements.
Digital Content Did the student present their project and how it is to be used in a clear and easy to understand format?	The project demonstrates a high degree of analysis and thought presenting the requirements. The project content covers the requirements in depth.	The digital project demonstrates a thorough and thoughtful overview of the project and successfully presents that in a meaningful and exciting way to his/her audience.	The game/animation demonstrates a general overview of the project and attempts to explain the information to his/her audience.	The game/animation demonstrated a superficial overview of the project and is missing two or more elements.
General Questions	Applicant answered the questions.			Applicant did not answer the questions.

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Video Project

You will create a news report on a world issue that interests you. Research your topic. You'll need at least five sources to back up your story along with supporting video and or photos. You should watch multiple news reports to understand the formatting. You should have an intro to your news station/channel/segment, a video of you introducing yourself and the meat of your topic, next cutting away to your supporting video/photos to tell the story. You should voice record your explanation of what we are seeing during your video or photos to be playing during those segments. Lastly, cut back to video of yourself to wrap up your story and present your "call to action" to have your audience buy into helping to support your mission/need/cause. Your last slide should include your credits for any videos or images that you've pulled from Creative Commons or other copyright free materials.

This video project must be an original video project that has been edited on a computer with digital video editing software (suggestions: iMovie, Capcut, WeVideo, Clipchamp or other similar video editing programs) and exported into a digital video format-MP4. You can use Cloud Convert to convert to MP4. The focus of this category is on the editing process, creativity, and presentation. Original content used in this kind of project may come from the student or it may be obtained from other permissible sources if those sources have provided documented consent.

Video Build Instructions
- Create an original video demonstrating your planning, shooting, and editing movie making skills
- Your video should demonstrate your ability to effectively communicate the world issue of your choice
- Your video should include an opening with you introducing yourself like an anchor intro.
- Your video should include credits citing any attributes to speakers/interviewees/or guest appearances. Your video should include credits for background music, photos, videos, with references to all research used.
- You must turn in your own work, to include your scripting, storyboarding, reporting, and editing.
- You may use others in your video to add to the content, however, you must gain release forms for those people, locate these forms online

Video Production
- Voice levels are loud and clear. Expression is used in voice. There is no background noise.
- Varied angles are used with a purpose. The subject of the video is clearly presented.
- Background is purposefully chosen and there are no visual distractors.
- Transitions, titles, and introductions/credits look natural and professional.
- Some sort of music should be used at the introduction and closure of your video that denotes a news style production.

Time Limits
- The video should be a minimum of 2 minutes, however, should not exceed 4 minutes from start to finish.
- A deduction of five (5) points will be applied to videos exceeding the time limit.
- The video will be timed from the first sound or picture to the final sound or picture.

Documentation
- Document your project brainstorm ideas.
- Provide a typed script for your video.
- Complete a storyboard (with color) showing the plan for your video with shot types or angle information.
- Document your steps to completion, from beginning to end.
- Storyboard/Script examples and blank forms can be picked up from Mrs. Molyneux
- Explain your planning process, the programs used, and your editing process.
- Answer the General Questions at the end of the application.

Video Submission Checklist: Submit link(s) of your project parts listed below as directed in google form ACES Application instructions.
- ✔ **Video Project**
- ✔ **Documentation -upload script, photo of storyboard, and any other project planning documents**
- ✔ **Turn in completed, colored paper storyboard to Mrs. Molyneux**
- ✔ **General Questions**

Rubric

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Video Project	Exceeds	Proficient	Needs Work	Little to No Effort or Missing
Overall Portfolio and grammar/spelling	Portfolio is complete and free of grammar mistakes.	Portfolio is complete. Grammar mistakes do not take away from understanding.	Portfolio is complete. Grammar mistakes negatively impact understanding of content.	Portfolio is incomplete or grammar is very poor throughout.
Video Embedded Documentation Did the student include citations for sources & permissions for non-student produced material?	All required citations and permissions are present within the video.	Most of the required documentation is present within the video.	Some of the required documentation is present within the video.	Little to none of the required documentation was present within the video.
Project Completion Did the student complete the entire project as assigned?	Video project is complete with an introduction, a clear message, and an ending with credits to include audio effects and musical elements.	Video projects begins and ends abruptly. Projects lacks audio effects or musical elements in certain areas.	Video project includes all elements; however, the message is unclear.	Video project Is incomplete, unedited, or not an original student created video.
Video Content Did the student present the information in a clear, concise and thorough manner?	The video demonstrates a high degree analysis and thought presenting the requirements. The video content covers requirements in depth.	The video demonstrates a thorough and thoughtful overview of the project and successfully presents that in a meaningful and exciting way to his/her audience.	The video demonstrates a general overview of the project and attempts to explain the information to his/her audience.	The video demonstrated a superficial overview of the project and is missing two or more elements.
Creativity Did the student use a higher level of creativity throughout the design process and presentation?	Displays a high level of creativity throughout the creation of the video project and the video presentation.	Displays average creativity in the creation of the video project and video presentation.	Displays lower level of creativity in the creation of the video project and video presentation.	Minimal levels of creativity shown in the creation of the video project and video presentation.
Video Production Did the student demonstrate a solid understanding of the software in development of the project?	Student work shows mastery of software used, the process and can explain all edits to enhance the project. Mastery of the software.	Student work shows a good working knowledge and understanding of the software used, the process, and somewhat explains the editing process.	Student work shows an average understanding of the software used and the process but does not explain the editing process thoroughly.	Student displays little to no understanding of the software used to create the project and the essay does not explain the editing process.
Purpose Did all parts of the video project work	Audio and video are smooth with perfect transitions that enhance the project. Audio is consistent, expresses	Most elements are included. The audio and video are smooth with transitions.	Some elements are unnecessary or missing. Minor issues such as background noise, sound	Little to none of the elements of the video fit the purpose of the project.

Acceptance Schoology messages will go out on <mark>September 21, 2022.</mark>

together for the intended purpose?	quality work and is properly synchronized with the video. The edits are clean and effective.	Minor issues such as background noise, sound level problems or shaky video.	level problems or shaky video.	
Documentation (Digital/Paper) Did the student present and submit all the required documentation in a neat and organized digital binder/folder? Did student submit colored paper storyboard?	All required elements of the project submitted to include, the brainstorm sheet, script, colored storyboard, citations, and essay. Documents are typed or colored when needed and are neat and attractive. Digital binder/Folder presented in a neat and orderly fashion.	Most required elements of the project submitted. Documents are typed or colored and are neat and attractive. Digital binder/Folder presented in a neat and orderly fashion.	Some required elements of the project submitted. Documents are typed or colored and are neat and attractive. Digital binder/Folder is presented, but not as neat or orderly as it could be.	Little to no required elements of the project submitted. Documents are not typed and/or colored, are not neat. Digital binder/Folder presented, but missing elements.
General Questions	Applicant answered the questions			Applicant did not answer the questions.

General Questions for New Applicants

Directions: These questions should be turned in with all application portfolios.

1. What pathway do you hope to take on the Denton ACES Competition Team?
2. What projects do you hope to complete for the ACES Team?
3. How do you plan to contribute to the Spring STEM Fair next year?
4. What extracurricular or after school responsibilities do you plan on taking on next year? How do you plan to balance these with your ACES responsibilities?
5. Though some of our competitions are at the end of the year, students should still begin working on their projects in August. What steps will you take to ensure that you have fully completed your projects before heading to the competition?
6. Write a response to the quote describing what it means to you.
"Embrace every opportunity to be reflective, ethical, trustworthy, decisive, confident, optimistic, flexible, and innovative. … Accept the challenge to do things that support your goals. Communicate, motivate others, advocate for yourself and others, solve problems, think critically, think creatively, act with integrity, serve others, and be a lifelong learner."

General Questions for Returning Applicants

1. What role did you play on the Denton ACES team this year? List one area where you excelled with the ACES team and one area where you need to improve with the ACES team.
2. What projects did you complete for ACES this year?
3. What projects do you hope to complete for ACES next year?
4. What extracurricular activities do you plan on taking part in next year? How do you plan to balance these with your ACES responsibilities?
5. Though some of our competitions are at the end of the year, students should still begin working on their projects in August. What steps will you take to ensure that you have fully completed your projects before heading to the competition?
6. Are you planning to take the ACES Competition Class next year as an elective? The class requirements are listed below.
*MCPSS Film Festival: student in class must complete 1 video
*VEX Robotics: student in class must be a part of 1 IQ team and 1 V5 team & be a part of the elementary and middle competitions hosted by Denton
*ACTE: students must complete 2 projects
*ACTE Fall & Spring Programming Challenge (optional)
*TSA: students must complete 4 projects