

Five Minute Speech Guide

The five minute speech is your opportunity to address the most important content of your Culminating Project—the goals and standards you agreed to meet in your Project Proposal. You will receive feedback essential to your success in your Public Presentation.

Requirements:

- Use a minimum of two visuals as evidence that you have completed a high quality culminating project.
- Outline your speech with five note-cards in the following order:
 1. A one paragraph introduction, briefly describing what you did for your project.
 - a. Your Goals as listed in your Culminating Project Proposal.
 - b. Your Project Rubric as listed in your Culminating Project Proposal.
 - c. Your Product Rubric (Standards of Competence) as listed in your Culminating Project Proposal.
 2. A three sentence conclusion summarizing why this project was a learning stretch.

**Your Public Presentation will also address all of the steps that went into your project, a discussion of your work with your mentor, problem solving, a thorough discussion of what you did in your project, and some discussion as to how this project might impact your future.

A. Presentation Delivery

Categories	Below Standard	Meets Standard	Exceeds Standard
Language usage and fluency.	Word choice and vocabulary are imprecise. Many grammar and usage errors. Uses frequent fillers such as “um,” “like,” and “you know.” Pace may be too fast or slow for audience comprehension.	Word choice and vocabulary are appropriate and at times interesting. Uses some fillers. Grammar and usage errors are not distracting. Pacing does not distract audience or hamper audience comprehension.	Word choice and vocabulary are interesting and precise. Fluent grammar and usage. No fillers. Pacing adds interest to the presentation—pauses add emphasis, rapid pacing adds excitement.
Voice	Voice is hard to understand and/or too quiet. No inflection and/or below standard pacing.	Almost always understandable and audible. Inflection and pacing is acceptable.	Very understandable, appropriate volume. Tone and inflection enhance presentation.
Body Language	Body language and gestures distract from presentation – fidgets, paces. Little or no eye contact.	Body language and gestures are appropriate. Good eye contact for most of the presentation.	Body language and gestures enhance the presentation. Excellent eye contact with the audience.
Appearance	Student appearance not appropriate for a public exhibition presentation.	Student appearance appropriate for a public exhibition presentation.	Student appearance is very professional for a public exhibition presentation.
Presentation Visuals	Visuals are not word-processed and have errors or there are too few visuals to support presentation.	Visuals are used to enhance the presentation. They are neat, word processed, and error free.	Visuals are professional quality and used throughout the presentation.
Overall Organization	Poorly organized overall, weak introduction and conclusion.	Adequate organization overall, adequate introduction and conclusion.	Excellent organization overall, interesting introduction, and competent conclusion.

B. Project Content/Product

Categories	Below Standard	Meets Standard	Exceeds Standard
Goals	Little evidence of clear, measurable goals.	Project goals are clear and measurable.	Extremely goal oriented and has measurable goals at every step of the project.
Project Rubric	Somewhat unclear about their project standards and how they were met	Explains project standards, what they were, and how each standard was met.	Very complete explanation of project standards and how each standard was met.
Standards of Competence (product rubric)	Standards might not suit the product. Unclear about project standards and how they were met. Lacks evidence of mentor participation.	Evidence presented demonstrates student has met a set of standards. Some standards may not be represented or may be unclear.	High quality standards are presented as well as ample evidence that student has met standards. Thorough discussion of field expert's product assessment.
Evidence/Documentation	Shows insufficient evidence of actual product/process completion.	Adequate evidence presented although greater quantity and/or variety is necessary.	Shows ample evidence of actual product/process completion through a variety of modes.
Learning/Project Involvement	Little evidence of a learning stretch. Project involvement and complexity approaches Culminating Project level.	Appropriate Culminating Project involvement, complexity, and learning stretch.	Clear and convincing demonstration of learning stretch. Project involvement and complexity, beyond expectations for a Culminating Project. Many additional hours beyond the 40-hour requirement.

Comments: