

Presenter _____ Date _____

Project Title _____ Project Teacher _____

Instructions: For each category below, **please completely circle the best description** under the appropriate standards column. Each standard is worth 3 to 5 points.

A. Presentation Delivery:

Categories	Below Standard (3)	Meets Standard (4)	Exceeds Standard (5)
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.
Side A subtotal	Subtotal Column =	Subtotal Column =	Subtotal Column =
Side B Subtotals	Side B column =	Side B column =	Side B column =
Totals (Side A +B)	+ Total Score A + B =		

Students whose project scores below 60, or who fail to pass one of the required standards (Description, Rubric, Evidence, Notebook or Learning Stretch) must meet with Senior Soc' Teacher, Admin', and Project Coach to defend project on or before Friday, May 30, 2008.

Score Interpretation	
48 – 59	Below Std.
60 – 71	Meets Std.
Over 72	Honors

B: Project Content and Application

Categories	Below Standard (3)	Meets Standard (4)	Exceeds Standard (5)
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.
Description and Project Steps (Required Std)	Minimal project description and explanation of steps. Very little about how project was challenging and meaningful.	Describes project and project steps completely. Explains why learning is personally challenging and meaningful.	Thoroughly explained project description and steps. Compelling presentation of the challenges and meaningfulness of the project.
Research	Very little explanation of research and how it was used.	Explains research and its usage.	Strong research based project and thorough explanation of its usage.
Field Expert	Minimal discussion of field expert's qualifications and involvement.	Discusses field expert's qualifications and involvement.	Detailed description of field expert's qualifications and involvement.
Problem Solving	Very little evidence of problem solving, necessary adjustments, or learnings.	Explains what problems occurred, what adjustments were made, and what was learned as a result.	Thorough explanation of problem solving, necessary adjustments, and learnings.
Project Rubric (Required Std)	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 (Required Std.)	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.
Project Notebook (Required Std.)	Project Notebook is clearly incomplete, below presentation quality, and/or missing.	Project Notebook is clearly organized, complete, and is of presentation quality.	Project Notebook is of professional quality and exceeds presentation standards.
Learning/ Project Involvement (Required Std.)	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. Well beyond required 40 hours
Total Scores Per Column:			

Sample Outline for Presentation

1. Introduction: An interesting and captivating opening sentence followed by
 - a. Project Description.
 - b. Why you chose this project.
 - c. Your goals for this project.
2. Project
 - a. List (describe) the scope of your project. Describe what you did to accomplish each step.
 - b. If your project changed, discuss these changes and why they were made.
 - c. What specific skills did you learn from the project? (*show examples of your learning to “prove it.” Your examples should show a progression of skill achievement*)
 - d. What specific work habits did you develop? Give examples.
 - e. How will these skills be useful/applicable now and in the future? Give examples.
 - f. Discuss your research and what you learned from it. Give specific examples.
 - g. Who was your field expert, what was his/her qualifications, and how did your expert help you?
 - h. Did anyone else help you? Explain.
 - i. What problems did you encounter and how did you resolve them? What did you learn from them? (*This section can help you prove that your project was a “learning stretch”.*)
 - j. What worked better than you hoped?
 - k. What, if anything, disappointed you? What would you do differently? Why?
3. Assessment
 - a. Present the Product Standards that you and your mentor created.
 - b. At what level of quality did you meet EACH of these standards?
 - c. How did your self evaluation of your product compare with that of your mentor’s evaluation? Compare and contrast
 - d. Present Project Specific Standards not covered above. These include Career Plan in for Career Exploration projects, Product Evaluation for Design projects; Publicity and Efficiency for Event / Activities projects; focus, procedure, thinking / problem solving and objectivity for Investigation project; Focus, Research, Writing and Learning for Research project.
4. Conclusion
 - a. Summarize your overall experience with the project.
 - b. What was your unexpected learning?
 - c. Interesting, definitive concluding sentence.

Presentation Guidelines

Overview:

- To qualify for the public presentation, the student must complete a notebook interview and make a successful practice presentation.
- Required presentation is 15 minutes plus 5 minutes question and answer period.
- You will present to a panel of staff, community members and classmates.
- Graded in two areas: presentation skills and knowledge of project and subject matter
- Your presentation will be scored using the presentation rubric and your product assessment.
- Be on time for your public presentation.
- Bring your project notebook plus a second file to include sections 1,2 & 4 from your project notebook.
- You must receive “meets standard” or “exceeds standards” scores from your panel in order to pass. A student who receives “below standard” scores must attend a conference with the Senior Project advisor, and school administrator, and if possible, the field expert to determine whether the student met the course requirements.

Remember:

- This is a professional occasion--dress accordingly.
- Be organized.
- Use *detail and specific examples* in your explanations of what you did.
- Be concise without leaving anything out.
- Be prepared--have your presentation practiced and polished.
- Be prepared to answer questions.
- Finally--your project is quite an accomplishment-- be proud of it!
- Your minimum PowerPoint font should be 40pt.

Panel Evaluation Format

Part 1: 5minutes - **Review student work.** Panel reviews student work presented in the evaluation notebook. The purpose is for the panel to become familiar with the scope of the student's project.

Part 2: 15 minutes - **Presentation.** Panel listens to the student make a 20 minute presentation on his or her project.

Part 3: 5 minutes - **Questions and Answers / Panel completes score sheets.** Panel asks questions of the presenter. The purpose of this time is to probe the student's knowledge of the subject matter of the presentation, and to engage the student in a dialogue about his or her project.