Capital High School Culminating Project

Component 4: Presentation

In the last term of your Senior year, all students will make a presentation about their culminating project to a panel of the CP supervisors and community members (outlined below). You will discuss your project, share your product/end result with the panel and be prepared to answer questions from the panel members.

Format:

Each presentation will be approximately 20 minutes in length, including questions. The student will discuss why the particular project was chosen, what the major research was about, and what product resulted from the project. The product should be shared in some way at the presentation (see below). The student should also discuss what significant lessons were learned, and how they may be able to use this new knowledge in the future.

Panel: The panel will consist of CP supervisors, your field expert (if applicable / available) and possibly community members. All of the panel members will provide feedback based on grading criteria found in the Appendix 6.

There may be other audience members such as students, your parents, or anyone else you would like to invite to your presentation. These observers do not evaluate.

Requirements:

1. Introduce yourself and the project and briefly share why the project was chosen. **2-3 minutes**
2. Briefly describe the major research and how you were able to acquire the knowledge you needed to create your product. **3-5 minutes**
3. Share your product/end result with the panel. If you created something, bring it in if possible. If that is not possible, or you organized and even of some sort, then a photo album or slide show, or perhaps a recording or short video would be appropriate. If there is doubt, you should be able to prove your product actually exists. **5-8 minutes**
4. Brief conclusion about significant lessons learned and how you will use this knowledge in the future. **2-3 minutes**
5. Questions from the panel. **3-5 minutes**

The purpose of the panel's questions will be to determine the depth of the student's acquired knowledge about the project topic and whether the student produced quality work. The presentation is the final opportunity for the student to demonstrate successful, self-directed learning and readiness to graduate.

Use of Technology: If a student is planning to use technology in the presentation, arrangements must be made with the AV Coordinator. It is the student's responsibility to make sure everything is arranged, set up and works ahead of time.

COMPONENT 4: Presentation---Scoring Rubric

Student Name_____ ID#_____ Project_____

Faculty Advisor_____ Date_____

Evaluator Name_____

INSTRUCTIONS: For each of the traits listed in the left hand column, circle the appropriate box that describes the student's work. If any trait does not receive '**meets standard**' mark, the student must revise that trait before a final score is given. If all traits meet standard, the final score will reflect the column with the most boxes circled.

TRAITS	Below Standard	Meets Standard	Exceeds Standard
Introductory Remarks/ Overview of Project	Student does not introduce self or does not share the overview of the project or why the project was chosen.	Student introduces self and briefly describes the project and why the project was chosen.	Within the introduction, student includes an interesting audience "attention-grabber."
Description of Major Research	Student describes research, but is somewhat vague. Does not make clear how major knowledge was gained for project.	Student describes major research and describes how the knowledge for the project was gained.	Student leaves no doubt that the research was of a significant nature and of sufficient depth for the project's scope.
Evidence/Sharing of Product or End Result	Student has vague evidence or descriptions of product or end result. Product seems to exist but evidence is not effectively shared.	Student brings product or end result or shares evidence with the panel that leaves no doubt that the product exists.	Student provides a demonstration or involves the audience in some way in the sharing of the product or end result.
Conclusion/ Significant Lessons Learned	Student is vague on significant lessons learned or seems limited on the amount of thought that may have gone into using this knowledge in the future.	Student describes significant lessons learned and demonstrates that some thought has taken place about how this knowledge may be used in the future.	Student is very clear about significant lessons learned, and demonstrates ample thought as to how this knowledge may be used in the future.

Questions/ Follow-up from panel	Student may answer most questions appropriately, but gets stuck by some or is somewhat vague. Sometimes student's answers do not directly address the question.	Answers to questions demonstrate a secure grasp of the subject matter of the project. Student rarely, if ever, gets "stuck" by a question. Answers are appropriate to the audience and maintain a positive demeanor.	Student answers questions with confidence and is not "thrown" by any questions. Student demonstrates a high level of confidence and fluency in the subject matter.
Audience Awareness	Body language may show some poise but fidgeting is distracting Appearances is informal. Student looks up from notes only sometimes. Student may be hard to hear.	Body language shows poise with minimal fidgeting. Appearance is formal. Student maintains good eye contact only referring to notes some-times. Voice is nearly always at appropriate tone, volume and rate.	Body language shows poise with no fidgeting. Appearance is formal. Student rarely if ever uses notes. Voice is varied in tone, volume and rate to make presentation enjoy-able for listener.
Organization and Pacing/ Evidence of Rehearsal?	Presentation may be well organized but student may skip or linger on sections of the speech. Timing is over or significantly under the 20- minute limit. Shows evidence of rehearsal but more is needed for an effective presentation.	Presentation is organized, and well paced. Speaker does not take too much or too little time on any one section. Does not seriously over- or underestimate the time limit. Shows evidence of adequate rehearsal.	Presentation is very well organized and well paced. Transitions are smooth, with no extraneous information, showing evidence of thorough rehearsal and planning.

Additional Comments: