

# JHS Senior Project Presentation Rubric

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

CIF# \_\_\_\_\_

Product: \_\_\_\_\_

	High Distinction	Distinction	Meets Expectations	Revise
<b>CONTENT</b>				
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Speaker gains audience attention through original and highly engaging means.</li> <li>• Prior knowledge well defined and reflected upon.</li> <li>• Project is introduced and extremely strong connections between paper and product are stated.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker gains audience attention with interesting or creative means.</li> <li>• Prior knowledge defined</li> <li>• Project is introduced and strong connections between paper and product are stated.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker makes attempt to gain audience attention.</li> <li>• Prior knowledge mentioned</li> <li>• Project is introduced and loose connections between paper and product are stated.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker makes no attempt to get audience attention.</li> <li>• Prior knowledge not defined</li> <li>• Product is not introduced no connections are stated.</li> </ul>
<b>Body: Paper and Product</b>	<ul style="list-style-type: none"> <li>• Well organized</li> <li>• Product process is detailed and shows complex levels of understanding.</li> <li>• Paper details are numerous and show complex levels of understanding.</li> <li>• Personal growth discussed and expanded on numerous times</li> <li>• Paper research connects to and enhances product.</li> </ul>	<ul style="list-style-type: none"> <li>• Organized</li> <li>• Product process is clear and shows depth of understanding.</li> <li>• Paper details are clear and show depth of understanding</li> <li>• Personal growth discussed numerous times</li> <li>• Paper topic is detailed and is consistently connected to product.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly organized</li> <li>• Product process are general and show some understanding (from mentor to finished product.)</li> <li>• Paper details are general and show some understanding</li> <li>• Share 5 facts from your paper</li> <li>• Personal growth discussed</li> <li>• Product and paper are discussed and connections between the two are made.</li> </ul>	<ul style="list-style-type: none"> <li>• Not organized</li> <li>• No/few details given for paper or product (makes listener wonder "did you really do what you said?")</li> <li>• No personal growth mentioned.</li> <li>• Paper or product is not mentioned, no connections made.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Impact of project on student is clearly defined, in depth and with detail</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of project on student is clearly defined</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of project mentioned</li> <li>• Sources listed</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of project not mentioned</li> <li>• No sources listed</li> </ul>
<b>DELIVERY</b>				
<b>Visual Presentation</b>	<ul style="list-style-type: none"> <li>• Two or more visual/auditory aids are professional in appearance and used for maximum impact.</li> <li>• Appropriate attire significantly enhances presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Two or more visuals are used and are clear, and used effectively</li> <li>• Appropriate attire enhances presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Two visual/auditory aids used but lack polish or are used ineffectively or are not easily understood.</li> <li>• Attire is appropriate</li> <li>• Presentation 8 -12 min. w/o questions</li> </ul>	<ul style="list-style-type: none"> <li>• No visual/auditory aid</li> <li>• Inappropriate attire</li> <li>• <b>Presentation less than 8 minutes (without questions)</b></li> </ul>
<b>Verbal Skills</b>	<ul style="list-style-type: none"> <li>• Voice is clear and loud</li> <li>• Variety in pitch, rate &amp; volume</li> <li>• Student effectively makes little use of note cards/power point</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is clear and loud</li> <li>• Variety in pitch, rate &amp; volume</li> <li>• Appropriate use of note cards/power point</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is usually clear and audible</li> <li>• Occasional variety in pitch, rate, &amp; volume</li> <li>• Speaker often reads directly from note cards/power point</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is difficult to hear</li> <li>• No variety in pitch, rate, &amp; volume</li> <li>• Note cards/power point should have been used</li> </ul>
<b>Non-verbal Skills</b>	<ul style="list-style-type: none"> <li>• Eye contact is direct &amp; consistently includes the entire audience</li> <li>• Posture and gestures are natural &amp; confident</li> </ul>	<ul style="list-style-type: none"> <li>• Often makes eye contact with most of the audience</li> <li>• Posture &amp; gestures are controlled &amp; effective</li> </ul>	<ul style="list-style-type: none"> <li>• Little effort at eye contact or looks only at one or two people in the audience</li> <li>• Posture &amp; gestures are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• No eye contact</li> <li>• Uncomfortable posture/gestures</li> </ul>

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

High Distinction \_\_\_\_\_ Distinction \_\_\_\_\_ Meets Expectations \_\_\_\_\_ Revise \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_