

JHS Senior Project Presentation Rubric

Name: _____

CIF# _____

Product: _____

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

Comments: _____

High Distinction _____ Distinction _____ Meets Expectations _____ Revise _____

Evaluator Signature: _____ Date: _____