

# Senior Exit Presentation/Project Evaluation

Student Name: \_\_\_\_\_ Project: \_\_\_\_\_ Total Speech Time: \_\_\_\_\_

Minimum Standards: Dresses appropriately; Speaks 7-10 minutes

DISTINGUISHED		COMMENDABLE		ADEQUATE		NOT YET THERE	
Content: 30-27 points		26-24 points		23-20 points		19-0 points	
<ul style="list-style-type: none"> <li>Employs a dynamic attention-getter.</li> <li>Communicates a mastery of information about both paper and project; shows a clear connection between the two.</li> <li>Integrates visual/audio components effectively and creatively.</li> <li>The topic is thoroughly developed within the time constraints.</li> <li>Answers questions directly and confidently.</li> <li>The answers demonstrate exceptional knowledge of research and project progress.</li> </ul>		<ul style="list-style-type: none"> <li>Employs an interesting attention-getter.</li> <li>Communicates a solid grasp of information about both paper and project; shows a connection between the two.</li> <li>Enhances presentation with a visual/audio component.</li> <li>The topic is well developed within the time constraints.</li> <li>Answers questions directly.</li> <li>The answers demonstrate a knowledge of research and project progress.</li> </ul>		<ul style="list-style-type: none"> <li>Employs an attention-getter.</li> <li>Communicates some information about both paper and project; shows some connection between the two.</li> <li>Uses a visual/audio component.</li> <li>The topic is adequately developed within the time constraints.</li> <li>The answers demonstrate a knowledge of research and project progress.</li> </ul>		<ul style="list-style-type: none"> <li>Lacks an attention-getter.</li> <li>Communicates little information about both paper and project; shows a minimal connection.</li> <li>Uses ineffective visual/audio component.</li> <li>The topic is poorly developed within the time constraints.</li> <li>The answers demonstrate limited or virtual lack of knowledge about the subject.</li> </ul>	
Organization: 10-9 points		8 points		7 points		6-0 points	
<ul style="list-style-type: none"> <li>A highly engaging introduction</li> <li>The introduction is designed to stimulate the interest of the audience.</li> <li>The information is logically arranged</li> <li>Smoothly sequenced through use of effective transitions.</li> <li>The conclusion appropriately and effectively ends the presentation.</li> </ul>		<ul style="list-style-type: none"> <li>The introduction effectively leads the audience to the topic.</li> <li>The speaker sticks to the topic</li> <li>The information is relatively easy to follow.</li> <li>Planned conclusion that matches content and purpose.</li> </ul>		<ul style="list-style-type: none"> <li>The introduction adequately leads the audience to the topic.</li> <li>Organizational structure that is occasionally unclear.</li> <li>Transitions that usually work, but may be repetitive or sometimes unclear.</li> <li>A conclusion that is underdeveloped.</li> </ul>		<ul style="list-style-type: none"> <li>The introduction is non-existent or very weak.</li> <li>The speech lacks coherence; is difficult to follow.</li> <li>Supporting materials are inadequate or absent.</li> <li>The speaker abruptly ends the speech.</li> </ul>	
Language and Delivery: 30-27		26-24 points		23-20 points		19-0 points	
<ul style="list-style-type: none"> <li>The vocabulary is creative and shows variety.</li> <li>Stays in formal language; does not use slang</li> <li>The speaker speaks clearly, slowly, and loudly.</li> <li>The speaker uses natural and effective gestures.</li> <li>The speaker maintains meaningful eye contact and is not overly dependent on notes.</li> <li>Correct grammar and usage</li> </ul>		<ul style="list-style-type: none"> <li>The vocabulary is interesting</li> <li>Stays primarily in formal language</li> <li>The speaker speaks clearly, slowly, and loudly as appropriate, but lacks voice animation.</li> <li>The speaker uses natural and effective gestures.</li> <li>The speaker frequently maintains eye contact with some use of notecards</li> <li>Few errors in grammar and usage</li> </ul>		<ul style="list-style-type: none"> <li>The language is quite ordinary, lacking variety and clarity</li> <li>Lapses occasionally into informal language</li> <li>Mostly clear enunciation and correct pronunciation</li> <li>Appropriate use of facial expressions, gestures, body movements that help convey the message</li> <li>Makes occasional eye contact</li> <li>Some lapses in grammar usage</li> </ul>		<ul style="list-style-type: none"> <li>Vocabulary used is often not correct</li> <li>Speaks almost exclusively in informal language</li> <li>The speaker did not speak clearly and could not be heard at times</li> <li>The speaker uses few or no gestures</li> <li>Makes little eye contact; frequently reads</li> <li>Incorrect grammar interferes with the message</li> </ul>	
Field Work: 30-27 points		26-24 points		23-20 points		19-0 points	
<ul style="list-style-type: none"> <li>Expands on evidence of the information gained from the research paper. Field Work demonstrates that the student has overcome many obstacles: Time, resources, materials, etc.</li> <li>Demonstrates uniqueness, passion, creativity, and craftsmanship.</li> <li>Far exceeds 15 hours outside of class.</li> <li>Communicates a learning stretch that reflects a significant personal growth. (The self-discovery is evident.)</li> </ul>		<ul style="list-style-type: none"> <li>Expands on evidence of the information gained from the research paper. Field Work demonstrates that the student has overcome many obstacles: Time, resources, materials, etc.</li> <li>Exceeds 15 hours outside of class.</li> <li>Communicates a learning stretch that reflects a relevant personal growth. (The self-discovery is evident.)</li> </ul>		<ul style="list-style-type: none"> <li>Gives evidence of the information gained from the research paper. Field Work demonstrates that the student has overcome some obstacles.</li> <li>Achieves a minimum of 15 hours outside of class.</li> <li>Communicates a learning stretch that reflects some personal growth. (The self-discovery is not so evident.)</li> </ul>		<ul style="list-style-type: none"> <li>Gives little or no evidence of the information gained from the research paper. Student has made little attempt to overcome obstacles.</li> <li>Shows evidence of less than 15 hours outside of class.</li> <li>Fails to communicate a learning stretch that reflects some personal growth. (The self-discovery is not evident.)</li> </ul>	





Total Score