

**Appendix III :
Evaluation Rubric for the Culminating Project Presentation**

Levels of Proficiency		Name		
<input type="checkbox"/> Proficient				
<input type="checkbox"/> Not Proficient		Project Title		
Students meet the standard of proficient by passing all the categories for the Culminating Project presentation.		Date	Subject	
		Teacher	Advisor	
Evaluators: Please check the appropriate columns indicating student performance.		Evaluator	Evaluator	
Culminating Project Presentation Rubric			Proficient ✓	Not Proficient ✓
Ideas/Content <ul style="list-style-type: none"> • Student demonstrates in-depth understanding of topic • Student's presentation meets the assignment requirements 				
Organization <ul style="list-style-type: none"> • Student's presentation flows logically from one idea to another • Student's presentation contains an introduction, body, and conclusion 				
Word Choice <ul style="list-style-type: none"> • Student makes appropriate word choices • Student avoids slang, filler words (e.g., "um," "like," "and"), and language inappropriate in a school setting 				
Use of Visual Aids/Technology <ul style="list-style-type: none"> • Student has integrated at least one audiovisual aid (e.g., PowerPoint presentation, handouts, overhead transparencies, posters) to enhance the presentation • Student is aware of visual aids and knows where to stand so the audience can see them • Student's work meets standards for conventions and presentation 				
Posture, Facial Expressions, Gestures <ul style="list-style-type: none"> • Student is poised • Student moves deliberately and effectively (avoids distracting gestures/movements) 				
Eye Contact <ul style="list-style-type: none"> • Student maintains appropriate eye contact with entire audience • Student does not need much visual prompting from notes or other sources to continue talking 				
Pace <ul style="list-style-type: none"> • Student speaks at an appropriate pace (not too slow or too fast) • Student avoids creating uncomfortable pauses in speech, yet gives the audience time to think 				

<ul style="list-style-type: none"> • Student paces parts of the presentation to match content and audience's needs 		
<p>Voice</p> <ul style="list-style-type: none"> • Student's tone of voice shows interest in the project • Student's tone of voice varies for effect and interest (avoids becoming monotone) • Student's voice is clear and audible (audience can hear from the back of the room) 		
<p>Use of Time</p> <ul style="list-style-type: none"> • Student meets presentation minimum time requirement of at least _____ minutes 		
<p>Product/Service (5 different types of evidence) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>(Time log presented and explained) <input type="checkbox"/></p> <ul style="list-style-type: none"> • Student provides satisfactory evidence of 50 hours of work on their product or service 		
<p>Comments</p>		

