

Culminating Project Final Presentation Directions

Early presentations December 8, 2011 or Final presentations March 7 and 8, 2012

You will be completing a proficient Research Paper in your English class and should now be in the process of completing your Culminating Project product or service.

The next step in completing the Culminating Project graduation requirement is to prepare for your presentation on December 8, 2011, for early presenters or on March 7/8, 2012. The purpose of your presentation is to convince your evaluators of your new learning and to demonstrate evidence that you have completed 50 hours in your work on this project.

You must share ***five different types*** of evidence. Evidence may include:

- Log of time spent
- Photos – before/during/after
- Tickets/receipts to show attendance and participation at events pertaining to your CP
- Video clips
- Letter from your field supervisor/mentor
- Rough drafts (musical score, art sketches, play scripts)
- The actual product
- Communication flyers describing your service
- Equipment used
- Reflection journal
- Interviews with experts in the field (notes, audio or video clips)
- Proof of outside training

*****In addition, you must have a log of time spent.*****

Your presentation should contain four parts

- **Introduction (2 - 3 minutes):** In this part, you will introduce yourself, hook your audience into your presentation in some way, and briefly describe your project – including your goals.
- **Brief Overview (4 - 5 minutes):** Describe the product or service in detail, explaining your activities as well as the setting for your project. Also discuss your mentor's role in the project.
- **The Close-Up (6 – 8 minutes):** Expand, in depth, on three aspects of your project. Some suggestions – give a demonstration, show a video clip of you working on your project, show and describe the project in detail, describe a problem you encountered and how you dealt with it, give "A Day in the Life of . . ."
- **Show and explain your log of time spent (1 – 2 minutes)**
- **Home Stretch (2 – 3 minutes):** In this part, you will summarize what you have learned through your work on the project, describe any changes you would make in the project if you were to do it again, and describe the parts of your project that have been most valuable to you. You should also thank your mentor/others who have helped you in completion of your Culminating Project.

You may use the Power Point as a guide for your presentation. An electronic version is located on the Juanita website under the Culminating Project tab.

You must give ***at least one practice presentation*** (during Home Room). A minimum of ***five different types of evidence and your log of time spent*** must be shared during practice and the final presentation convincing viewers of your 50 hours. Specific examples of different ***types*** can be found on page 6 of the Guide to the JHS Culminating Project on Juanita's website.

Your presentation must be **at least 15 minutes and no longer than 20 minutes** in length. The rubric for grading your project is attached. It can also be found on the Juanita website. Questions? Ask your Home Room teacher.

Levels of Proficiency		Name		
<input type="checkbox"/> Proficient		Project Title		
<input type="checkbox"/> Not Proficient		Date	Subject	
Students meet the standard of proficient by passing all the categories for the Culminating Project presentation.		Teacher	Advisor	
		Evaluator	Evaluator	
Evaluators: Please check the appropriate columns indicating student performance.				
<i>Culminating Project Presentation Rubric</i>			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 Student paces parts of the presentation to match content and audience's needs 				
Voice <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) 				
Use of Time <ul style="list-style-type: none"> Student meets presentation minimum time requirement of at least ____ minutes 				
Product/Service <ul style="list-style-type: none"> Student provides satisfactory evidence of 50 hours of work on their product or service (5 different types of evidence) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> (Time log presented and explained) <input type="checkbox"/> 				
Comments				