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NV Capstone Overview

The NV Capstone is designed to be the finishing touch of a student’s High School and Beyond plan and a bridge to their post-secondary goals. The Capstone in 2020-21 is comprised of a presentation on post high school goals and research. The research should be on a timely, relevant topic of interest to the student, and will take the form of a four to six-page paper; it will be related to their post-secondary goals. The community engagement aspect asks each student to create a 7-10-minute presentation that explains their post-secondary goals and connects the research in an engaging manner. Students will create a “portfolio” that documents each aspect of the Capstone better preparing them for their chosen next steps. The Capstone will be supported in each student’s senior English and Civics class with major components being required to pass each class.

***Running Start students*** *– may take a 3-5 credit class at WCC (approximately 40 clock hours at BTC) to satisfy this requirement. In order to qualify the student must earn a B- or higher, the course may not be used to satisfy NVHS graduation requirements, and proof of grade must be submitted to the counselor as soon as possible of the capstone year if the student wishes to walk in graduation ceremonies.*

###### Research

Each student is required to write a four to six-page research paper. The student selects his/her own paper topic based on their chosen post-secondary goals. Instruction for the writing process takes place in the English classroom. Running Start students will work with counselors to receive support. The student is responsible for revising the paper as many times as necessary until he/she has successfully met all the requirements.

***WCC Running Start students –*** *The research paper may be done in any class during the fall of their capstone year. The research paper does not have to be completed in the class they are taking to fulfill their Capstone Experience. In order to qualify the student must earn a B- or higher, the course may not be used to satisfy NVHS graduation requirements, and proof of grade must be submitted to the as soon as possible of the capstone year if the student wishes to walk in graduation ceremonies.*

***BTC Running Start students -*** *must work with your counselor to complete the research paper requirements. There is no equivalent course available at BTC.*

###### Presentation

The final phase of the Capstone Experience is the presentation. Each student is required to give a 7-10**-**minute presentation before a panel of staff and community judges. The presentation, using visual support, describes the paper, and their post-secondary goals. At the conclusion of the presentation, students respond to questions from the panel. Each student is required to give a practice presentation before he/she is eligible to present.

**NV Capstone 2020-2021 Student Calendar**

### Date(s) Experience

September 23/24 **Personal Essay** – English Class

September 22/23 **Research for Paper begins** – in English class

\*\* College composition students will have different due dates; please follow class deadlines.

##### 

End of November **Final Research Paper Due – Scorable Draft** in English class

\*\* College composition students will have different due dates; please follow class deadlines.

February 1 **Prep for Presentation begins** – in Civics class

February 22 **Junior Panel Practice Presentations** - begin in Civics Class

March 16,17, 18 **Capstone Presentations**

April **Final Assignments:** Thank you letters to mentor and panel members – in English class.

**Research Paper**

This manual gives a background and overview of the capstone research paper. More detailed instruction and guidance makes up the bulk of English 12A, and a month of College in the High School Composition *or* Literature.

Running Start students will almost certainly complete a research paper as part of their required English course or another course at WCC. They should follow the more specific guidelines that match their class and turn in that paper as proof of completion of a research paper. If, for some reason, a student does not complete a research paper at WCC, he or she will still need to write a research paper, and should see Mr. Galley or Mrs. Robinson for recommended resources that provide more detailed instructions.

**Basic requirements of the capstone research paper**

* 4-6 page paper that makes an argumentative claim or explains a complex topic, meeting minimum “C” level writing on the NVHS argumentative or expository rubric.
* A minimum of 5 different reliable sources, which come from quality print publications.
* A title page, outline, and MLA formatted works cited page.
* Every source on your Works Cited page must be cited in the paper using MLA parenthetical citations.

**Step One: Note Cards**

**Directions**

In order to help with organization of many small facts from multiple, sometimes lengthy, sources, you will keep notes in note card format. Each source will have a bibliography card that gives an MLA citation, and each fact you might include in your paper will be written on a notecard, one fact per card. Note cards will include:

1. **Source Number** – number of working bibliography source from which the information is taken; place in top right corner of card.

2. **Page Number** – for purpose of documentation; place in bottom right corner of card. For example, give the book or magazine page that you took your information from.

**Sample Working Bibliography Card and Corresponding Note Card**

**Bibliography Card**  **Note Card**

2

A man sitting on the Chicago sidewalk held this sign. “There’s no hope left-pity to us all.”

p.11

Source Number

Page Number

Behind Desk/Library 2 Chambers, R. (1988, April 7).

Place to lay their heads.

The Church Herald, 2-7.

**Step Two: Thesis Statement and Outline**

You will write an outline in order to clarify your thesis statement and create a guide and blueprint for your final paper.

**Evaluation of Step Two, Outline:**

A rubric that meets standard (“B”) will have:

* Clear, specific thesis statement
* Five to seven roman numerals, including introduction and conclusion.
* Roman numerals that clearly relate to the thesis, answering “how” or “why”
* At least two letter subdivisions for each roman numeral
* Letters that are clear parts of the roman numerals
* No “A” without “B”, “1” without “2”, etc.
* Careful proofreading with aligned subdivisions, correct spelling, etc.

A rubric that is above standard (“A”) will *also* have:

* Insightful thesis statement
* Arabic numerals for at least one letter subdivision

**Step Three: Writing the Research Paper**

A formal MLA research paper follows the same standards of quality writing as those of your English and Social Studies classes at NVHS. You will go through the writing process of prewriting (outlining), drafting, revising, and editing, just as you do for any other paper. Lessons, teacher and peer feedback, and support materials will be provided in your class.

Some other, additional resources can be useful, too:

* Purdue Online Writing Lab guide for writing a research paper: <https://owl.english.purdue.edu/owl/resource/658/01/>
* Purdue Online Writing Lab MLA formatting and style guide: <https://owl.english.purdue.edu/owl/resource/747/01/>
* Sample MLA formatted research paper, annotated: <https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf>
* Easybib, a resource for creating your Works Cited page: <http://www.easybib.com/>

You will independently complete a typed final draft that includes a title page, an outline, 4-6 pages of text (12 pt font and 1 inch margins), and a Works Cited (bibliography) page. Refer to the rubrics, but this final draft has one more step before being scored.

**Step Four: Proofing the Research Paper for Publication**

Your paper is being read by an audience outside of this school, and needs to be brought to "publication” level.

Your teacher and small groups of students will further edit your final, looking for:

* Spelling/ grammar
* Balanced use of sources
* Use of all sources in Works Cited, somewhere in paper
* MLA formatting, including font, page numbers, citations, etc.

**Evaluation of Steps Three and Four, Paper:**

See next page(s) for rubrics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Capstone Paper Informative-Explanatory Rubric | | | | | |
| Score | Statement of Purpose/Focus and Organization | | Development: Language and Elaboration of Evidence | | Conventions |
| Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary |
| A | The response is fully sustained and consistently and purposefully focused:   * controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained * controlling idea or main idea of a topic is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:   * use of a variety of transitional strategies * logical progression of ideas from beginning to end * effective introduction and conclusion for audience and purpose * strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:   * use of evidence from sources is smoothly integrated, comprehensive, and concrete * effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:   * use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:   * almost no errors are present in usage and sentence formation * effective and nearly perfect use of punctuation, capitalization, and spelling * Correct MLA formatting, including pg. numbers and citations |
| B | The response is adequately sustained and generally focused:   * focus is clear and for the most part maintained, though some loosely related material may be present * some context for the controlling idea or main idea of the topic is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:   * adequate use of transitional strategies with some variety * adequate progression of ideas from beginning to end * adequate introduction and conclusion * adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:   * some evidence from sources is integrated, though citations may be general or imprecise * adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language   * use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:   * very few errors are present in usage and sentence formation may be present, * effective and nearly perfect use of punctuation, capitalization, and spelling * Correct MLA formatting, including pg. numbers and citations |
| C | The response is somewhat sustained and may have a minor drift in focus:   * may be clearly focused on the controlling or main idea, but is insufficiently sustained * controlling idea or main idea may be unclear and somewhat unfocused | The response has an inconsistent organizational structure, and flaws are evident:   * inconsistent use of basic transitional strategies with little variety * uneven progression of ideas from beginning to end * conclusion and introduction, if present, are weak * weak connection among ideas | The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:   * evidence from sources is weakly integrated, and citations, if present, are uneven * weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:   * use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:   * more than a few noticeable errors in usage, punctuation, capitalization, and spelling * some minor errors in MLA formatting |
| REWRITE  Papers that are not 6 pages, or that match any of these descriptors, need to be rewritten before being rescored and given credit. | The response may be related to the topic but may provide little or no focus:   * may be very brief * may have a major drift * focus may be confusing or ambiguous | The response has little or no discernible organizational structure:   * few or no transitional strategies are evident * frequent extraneous ideas may intrude | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:   * use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:   * uses limited language or domain-specific vocabulary * may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:   * errors are frequent * MLA formatting is incorrect or missing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Capstone Paper Argumentative Rubric | | | | | |
| Score | Statement of Purpose/Focus and Organization | | Development: Language and Elaboration of Evidence | | Conventions |
| Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary |
| A | The response is fully sustained and consistently and purposefully focused:   * claim is clearly stated, focused and strongly maintained * alternate or opposing claims are clearly addressed * claim is introduced and communicated clearly within | The response has a clear and effective organizational structure creating unity and completeness:   * effective, consistent use of a variety of transitional strategies * logical progression of ideas from beginning to end * effective introduction and conclusion for audience and purpose * strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:   * use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete * effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:   * use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:   * almost no errors are present in usage and sentence formation * effective and nearly perfect use of punctuation, capitalization, and spelling * Correct MLA formatting, including pg. numbers and citations |
| B | The response is adequately sustained and generally focused:   * claim is clear and for the most part maintained, though some loosely related material may be present * context provided for the claim is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:   * adequate use of transitional strategies with some variety * adequate progression of ideas from beginning to end * adequate introduction and conclusion * adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:   * some evidence from sources is integrated, though citations may be general or imprecise * adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language   * use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:   * very few errors are present in usage and sentence formation may be present, * effective and nearly perfect use of punctuation, capitalization, and spelling * Correct MLA formatting, including pg. numbers and citations |
| C | The response is somewhat sustained and may have a minor drift in focus:   * may be clearly focused on the claim but is insufficiently sustained * claim on the issue may be somewhat unclear | The response has an inconsistent organizational structure, and flaws are evident:   * inconsistent use of basic transitional strategies with little variety * uneven progression of ideas from beginning to end * conclusion and introduction, if present, are weak * weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:   * evidence from sources is weakly integrated, and citations, if present, are uneven * weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:   * use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:   * more than a few noticeable errors in usage, punctuation, capitalization, and spelling * some minor errors in MLA formatting |
| REWRITE  Papers that are not 6 pages, or that match any of these descriptors, need to be rewritten before being rescored and given credit. | The response may be related to the purpose but may offer little relevant detail:   * may be very brief * may have a major drift * claim may be confusing or ambiguous | The response has little or no discernible organizational structure:   * few or no transitional strategies are evident * frequent extraneous ideas may intrude | The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:   * use of evidence from sources is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:   * uses limited language or domain-specific vocabulary * may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:   * errors are frequent * MLA formatting is incorrect or missing |

**Capstone Notebook**

# **Checklist**

**Assemble your notebook in this order: Place papers in sheet protectors.**

|  |  |
| --- | --- |
| **Item #** | **Responsibility** |
| 1 | Personal Essay |
| 2 | High School & Beyond Plan |
| 3 | Resume |
| 4 | Recommendation Letter (from adult) |
| 5 | Final Research Paper (with evaluation)  (WCC students using Eng. 103 to satisfy this requirement should submit the final draft of their paper for WCC, with grade.) |
| 6 | Practice Speech Certificate (received from staff/junior practice panel) |

**Item #1 – Personal Essay**

The first page of your notebook will be a personal essay. The panel will read your personal essay before you present.

**Item #2 – High School and Beyond Plan**

Completed in Advisory. Include a copy of your high school and beyond plan in your notebook.

**Item #3 - Resume**

Writing a top quality resume is not difficult, but it does take time and careful thought. Effective layout invites employers to read your resume thoroughly.

**Format:**

Make the resume easy-to-read, well organized, simple and personal. Grab their attention by putting the *most important information at the top*. Resume templates are available in MS Word.

**References:**

**References** are generally included if you lack experience but they can be eliminated on a resume as your experience, background, etc., grow. The phrase *References available upon* *request* can be placed at the bottom of the resume or left off entirely. If you use this phrase, have a second page with your list of references to give to a prospective employer should they ask for it. Don’t forget to contact references before actually giving or listing their name as a reference.

Refer to the example on the next page. Example resumes are easy to find on line.

|  |  |  |
| --- | --- | --- |
| 3666 Telegraph Rd.  Everson, WA 98247 | 360-966-3333  dgreer@hotmail.com | ***Chronological Resume*** |

##### Deborah Greer

|  |  |
| --- | --- |
| Objective | A retail management position |
| Profile | Highly motivated and creative. Recognized for leadership abilities. Resourceful. Able to get along well with people of all ages. |
| Experience | March 2015–present Arbor Shoes Bellingham, WA  Sales Clerk   * Operated the cash register, stocked shoes, and provided excellent customer service. * Demonstrated ability to work both alone and as a team member. |
|  | Summers 2014-2015 Rader Farms Lynden, WA  Farm Laborer   * Worked on a berry picker during strawberry harvest. * Required to pay attention to detail and work long hours. * Achieved “blue hat” status; in charge of other workers on the machine. |
|  | 2013-2015 Smith and Brown families Everson, WA  Child Care Provider   * Babysat on regular basis for children, ages 1-5. * Demonstrated ability to solve problems, be creative, and discipline children. * Provided responsible and reliable service. * Certified in infant/child CPR |
| Education | 2013-present Nooksack Valley High School Everson, WA   * Currently a senior with 3.3 GPA. * General education courses. |
| Interests & Activities | * Volleyball team member – 2 years * Fast pitch team member – 4 years; received Captain’s award senior year. * Enjoy traveling, hiking, four-wheeling, and shopping. |
| References | Available upon request |

**Academic Resume**

|  |  |
| --- | --- |
|  | James Smith  2572 VanBuren Road Everson, WA 98247 (360)555-5555  Jsmith1234@gmail.com |
| Profile | Outstanding student with experience in print and online journalism seeks opportunity to learn by doing while working with a communications, public relations, or publishing firm through a part-time job or summer internship. |
| Experience | Nooksack Valley High School Annual Staff  2016 - present. Feature Editor of the Yearbook |
|  |  |
| Education | Nooksack Valley High School  Graduation date: June 2018  G.P.A. 3.85. Top 5% of class. |
| Honors | U.S. Media Association Scholarship recipient  Scholarship based on academic achievement, community service, and campus participation and leadership in high school communications projects and studies. |
| Leadership | Treasurer of ASB 2017 - Present  President of high school chapter of FCCLA |
| References | Reference Name Contact Information |

**Item #4 Letter of Recommendation (completed by an adult)**

Letter of recommendation must be completed by an adult. If you are completing scholarship applications, you may want to get two letters of recommendation. Ask two weeks in advance for a letter of recommendation.

**Item #5- Final Research Paper**

Include a neat, final copy of your research paper with the evaluation completed by your teacher.

**Item #6 - Practice Speech Certificate**

After a successful practice presentation students will receive a certificate.

**Presentation Details to Remember**

**Dress** Return to school on your assigned day dressed professionally.

**Preview** Your judges will have previewed the contents of your portfolio to become familiar with you and your experience. This includes looking at your research paper and evaluations, your proposal, resume, and other required portfolio items.

**Audience** Three to five volunteer community members will serve as both panel audience and judges of your presentation. Panelists will attend a training session prior to listening to presentations. They may or may not be experts in your topic area Students may invite parent(s)/guardian(s) and their mentor to attend the presentation. Other spectators are not allowed.

**Questions** Each speech will be followed by a five minute question and answer period. Panel members will ask you questions.

**Evaluation** Each panel member will fill out an evaluation form of your presentation. Scores will be averaged. You won’t find out your status until the morning after your presentation. The minimum (averaged) score required for passing is 35.

**What happens if you**

**don’t pass?**

The mandatory practice presentations help students avoid this situation!However, a “make up” presentation (afternoon or night) is always scheduled for students who either don’t pass the first presentation or have emergencies arise that make it necessary for them to reschedule. Students that don’t pass the first time will be expected to prepare and practice with one or more NVHS staff members to help them reach a passing level with their second presentation.

**The Capstone Experience Presentation Structure**

There are six major components of the Capstone Experience Presentation. They are:

1. The Introduction
2. The Body
3. The Delivery
4. The Visual Aid
5. The Conclusion
6. The Question and Answer Period

**The Introduction**

The introduction is the most important part of any speech. Listeners often base their opinions about a speech on their first impressions. Therefore, the quality of the introduction may determine the effect of an entire speech. The introduction should also provide a road map of the speech. Tell your audience your purpose and what direction your speech will take.

**Examples of Introductions**

**Topic: People who drive should not drink.**

**Story:** Tell a story of a teenage couple who were killed instantly in a car crash because the driver of their car had been drinking heavily at a party.

**Startling Statement:** Over two-thirds of all teenage car accidents are due to drinking.

**Quotation:** “The road to the grave is paved with good intentions. A teenager’s good intention to remain alert behind the wheel may be destroyed by that last drink and drive.”

**Question:** Have you ever seen the wreckage of a head-on collision? The scattered glass, broken bodies, twisted metal? If you have, you would never drink and drive.

**Humor:** The only thing you get by giving coffee to a drunk is an *alert* drunk. Many people feel that drinking coffee when leaving a drinking party will insure they will be sober drivers. This is not the case.

**Demonstration:** Show five pictures of the results of a head-on collision.

**Reference to Audience**

**or Occasion:** Look at the people sitting on each side of you. There is a 75 percent chance that one of the three of you will be involved in a traffic accident with a drunken driver at some time in your life.

**Personal Experience:** This is painful for me to talk about, but it is something I feel most strongly about. For the past eight months my best friend has been in the hospital because of a New Year’s Eve accident involving a drunken driver.

**Statistics:** Eighty percent of all fatal accidents involve at least one drunken driver.

**The Body**

Contained in the body is the detailed development of the information presented in the introduction. The information should:

1. Be organized as presented in the introduction;
2. Be supported by specific information;
3. Emphasize both the paper and experience components of the Capstone Experience and how they relate to one another, and
4. Make clear that genuine learning has taken place, and how that learning will be applied later in life.

**The Delivery**

The delivery contains verbal and non-verbal cues.

Verbal cues include:

1. Use of voice
   1. Rate/speed – not too fast/not too slow – an even pace is maintained
   2. Volume – can be easily heard in the back of the room
   3. Pronunciation – words are expressed clearly and correctly

Non-verbal cues include:

1. Poise and professionalism
2. Appropriate dress and appearance
3. Eye contact
4. Incorporation of visual aid

**The Capstone Experience Presentation (Continued)**

**The Visual Aid**

Each presentation must incorporate a visual aid. When used effectively, visual aids can be an excellent means of reinforcing or clarifying your ideas. If, however, the visual aid is used incorrectly, it can detract from rather than improving your speech. Consider the following guidelines for using visual aids. If showing a video, two minutes allowed as part of the 10-15 minute presentation.

1. It is expected that your visual aid demonstrates thought and preparation.
2. The visual needs to be incorporated in the speech. You should point out the visual aid as the information is discussed.
3. Include information about your career goals that include, but not limited to, job outlook, opportunities, education, pay ranges, work environment, etc.
4. Avoid any grammar or spelling errors on your PowerPoint presentation.
5. Make sure to follow the guidelines for each slide – 7X7 Rule. (No paragraphs)
6. Avoid visual aids that are overly complex. A complicated drawing or too many words or statistics will defeat your purpose. A listener must be able to grasp the meaning of your visual instantly.
7. Make sure that you maintain good eye contact when referring to your visual aid. It is for the audience, not you to look at. Besides, looking out at your audience will help you determine if you are displaying your visual aid in a way that can easily be seen by all.
8. Organize your presentation (PowerPoint) so it is easy to follow. Stay away from too many transitions. Most of the time- “simple is better”.

**The Conclusion**

Your conclusion needs to wrap up your post-secondary plans.

**The Question and Answer Period**

At the conclusion of your speech, you will respond to questions from the panel of judges. The question and answer period will provide you with two basic opportunities:

1. It challenges you to think on your feet by forming answers without preparation. However, a prepared speaker will anticipate questions that an audience will raise.
2. It demonstrates how familiar you are with your topic.

Once the question and answer period has begun the speaker should keep several points in mind:

1. Be impartial in recognizing listeners who have questions.
2. Be concise and complete in your responses.
3. Don’t be afraid to ask for a question to be restated or answer “I don’t know but that’s a good question and I will find out the answer” when appropriate.

CAPSTONE EXPERIENCE PANEL PRESENTATION EVALUATION

|  |  |  |  |
| --- | --- | --- | --- |
| Senior’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Speech Start Time: \_\_\_\_\_\_\_ | Speech Finish Time: \_\_\_\_\_\_\_ | **Total Speech Time: \_\_\_\_\_\_\_** |

Panelist’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please score for each standard on front and back of this sheet. To pass, a student is expected to earn a minimum of **31 points and score a 3 or 4 in Depth of Knowledge**. The objective is for a student to earn a majority of “Meets Standard 3 Points”. Please complete the tally at the bottom of the back sheet and write comments. The student appreciates your constructive comments. Thanks!

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria for Speech** | **Below Standard**  **1 point** | **Approaching** **Standard**  **2 points** | **Meets**  **Standard**  **3 points** | **Exceeds**  **Standard**  **4 points** | **Panelist**  **Score** | **Panelist Comments** |
| **Eye Contact** | No eye contact | Needs to work on better eye contact | Looks at the audience most of the time. | Looks directly at the audience with interest. |  |  |
| **Quality of Voice** | Lacks voice inflection; difficult to hear; speaks too fast; errors in grammar. | Experiences voice well most of the time; speaks clearly with good volume. | Clear articulation; appropriate volume and inflection; uses proper grammar | Skillfully uses voice inflection and volume; experiences voice well; uses proper grammar; expressive voice |  |  |
| **Attitude/**  **Enthusiasm/**  **Poise** | No enthusiasm | Some enthusiasm | Enthusiastic and has positive attitude | Positive attitude and enthusiastic plus demonstrates pride and passion towards experience. |  |  |
| Attire | Too casual, informal attire; inappropriate or sloppy for presentation | Neatly dressed but lacking appropriate formality. | For men: button shirt with or without tie; dress slacks.  For women: skirts, dresses, or slacks; appropriate shirt; Dress shoes for all | Not applicable |  |  |
| Opening/  **Introduction** | Non-existent | Has introduction; lacks spark; needs improvement | Interesting; appropriate; sets tone | Draws attention in unique way |  |  |
| Speech Body | Disorganized; lacks transitions; ideas choppy; talks too fast; frequently uses “ummmm” or other fillers | Ideas clear, transitions inconsistent or missing; talks at a somewhat inconsistent pace (too fast or too slow) | Organized; smooth transitions; ideas clear and shows in depth understanding; talks at an even and consistent pace | Uniquely insightful; makes a strong statement or impact on audience; talks at an even and consistent pace |  |  |
| Visuals | Lacks visuals or very poor quality | Has visuals but inappropriate overall size or content or may have a few spelling errors; lacks neatness; may not be used effectively | Visuals are clear, good size, correctly spelled; polished appearance; used effectively | Very professional look and use of visual |  |  |

**Questions for student**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Sub-total front page**\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria for Speech** | **Below Standard**  **1 point** | **Approaching** **Standard**  **2 points** | **Meets**  **Standard**  **3 points** | **Exceeds**  **Standard**  **4 points** | **Panelist**  **Score** | **Panelist Comments** |
| **Depth of Knowledge** | Research not evident. | Some research but lacks depth. | Examples and evidence of research shows depth of knowledge.  ***Must receive 3 or 4 to pass presentation.*** | Research was extremely meaningful and experience is of superior quality. |  |  |
| **Answers Audience Questions** | Inconsistent, unclear statements; cannot answer multiple questions | Answers questions but without real depth; struggles with some questions | Answers questions honestly, thoughtfully, and with substance | Answers questions with assurance and with in-depth knowledge |  |  |
| **Conclusion** | Lacks conclusion | Included but somewhat irrelevant or inconsistent with speech body; abrupt | Clear and consistent with topic; sense of completion | Uniquely insightful; makes a strong statement or impact on the audience |  |  |
| Speech Length | Under 5 minutes or over 12 minutes | Between 5-7 minutes or 10-12minutes | Speech length is between 7 and 10 minutes (The Standard) | Not applicable |  |  |
| Arrival Time | Not applicable | Not applicable | Prepared with materials ready to present | Not applicable |  |  |

**Sub-total back page \_\_\_\_\_\_**

**Sub-total front page \_\_\_\_\_\_**

**Total points \_\_\_\_\_\_**

**Check one \_\_\_\_\_\_** Meets Standard

\_\_\_\_\_\_ Does not meet Standard