**GRADUATION PROJECT PRESENTATION**

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| Introduction | **Introduce Yourself (NOTECARD #1)**  **Hook (Grab your audience’s attention!) (NOTECARD #1)**  **Define/Explain Your Topic (NOTECARD #2)**  **Thesis (NOTECARD #2)**  **Statement of Relevance (Why does your topic matter?) (NOTECARD #3)** |
| Supporting  Point One | **Main Idea: (NOTECARD #4)**  **Support/Details** |
| Supporting Point Two | **Main Idea: (NOTECARD #5)**  **Support/Details** |
| Supporting Point Three | **Main Idea: (NOTECARD #6)**  **Support/Details** |
| Introduce Product | **Introduce Product** |
| Conclusion | **Re-State Thesis (NOTECARD #7)**  **Re-State Statement of Relevance (Why does your topic matter?) (NOTECARD #7)**  **Explain Why You Choose Your Topic (NOTECARD #8)** |
| Possible Questions to Anticipate | **Thank the Audience**  **Answer Questions (choose two from the list below and write practice responses)**  *•Why did you decide to choose this research topic?*  *•What interested you in this topic?*  *•What was the most interesting aspect of your research topic?*  *•What experience did you gain from working with your mentor/researching?*  *•How does your topic relate to your future goals?*  *•What did you learn about yourself through completing this project?*  *•How has what you learned in school prepared you for completing this project?*  *•How have you grown through completing this project?*  *•If you could change something about your project, what would it be?*  *•What questions do you have for the panel?* |

**SAMPLE SPEECH OUTLINE**

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| Introduction | **Introduce Yourself (NOTECARD #1)**  *Hello. My name is Brooke Wilson, and I am an English IV teacher at West Meck High School. Thank you for taking the time to listen to my presentation today.*  **Hook (Grab your audience’s attention!) (NOTECARD #1)**  *Before I began teaching, I imagined myself standing before a room full of students leading complex discussions on novels I read in college. However, I did not understand that not all of my students would enter my classroom with the same love of English that I carried throughout high school. As grades began to fall, I became worried—the statistics weighed down on my mind like bricks. Only 65.7% of low income students at Garinger graduated with their class in 2010.*  **Define/Explain Your Topic (NOTECARD #2)**  *Therefore, I choose to research the causes and effects of dropping out of high school. I also investigated possible solutions for keeping students enrolled in school.*  **Thesis (NOTECARD #2)**  *Over the past year, I have found that students drop out because they face* ***academic challenges*** *or they face* ***“real-world” obstacles****. The negative effects of dropping out include an increase on the* ***reliance on social welfare*** *and* ***low income.***  **Statement of Relevance (Why does your topic matter?) (NOTECARD #3)**  *As a teacher, I want only the best for my students. Dropping out of high school denies my students of the opportunities to succeed. The high rate of high school dropouts exists in every town and city across the United States. If U.S. citizens care about the future of their country, they need to help fight the epidemic of high school dropouts.* |
| Supporting Point One | **Main Idea: (NOTECARD #4)**  *As I explained before, academic challenges and “real-world” obstacles are the causes of dropping out of school.*  **Support/Details**  *1) Some of the academic challenges of dropping out include:*   * *30% of students claim they struggle to complete all homework and class work* * *43% have too many absences to pass classes*   *2) Furthermore, some of the “real-world” challenges that lead to dropping out of school are:*   * *32% of dropouts had a job they believed was more important than school* * *26% of dropouts had children* * *22% of dropouts needed to help relatives with an illness, etc.*   The Silent Epidemic: Perspectives of High School Dropouts  By: John M. Bridgeland, John J. DiIulio, Jr., and Karen Burke Morison  March 2006  [**http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf**](http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf) |

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| Conclusion | **Re-State Thesis (NOTECARD #7)**  *As I have explained, students drop out because they face* ***academic challenges*** *or they face* ***“real-world” obstacles****. The negative effects of dropping out include an increase on the* ***reliance on social welfare*** *and* ***low income.***  **Re-State Statement of Relevance (Why does your topic matter?) (NOTECARD #7)**  *We are all the people we are today because of our education. Everyone in this country deserves a chance at an education. If some students do not graduate high school, the United States is not truly giving all people “equal opportunity” to be successful.*  **Explain Why You Choose Your Topic (NOTECARD #8)**  *I choose this topic, because I wanted to be better informed about the obstacles my students face. I also wanted to be able to take this knowledge and share it with a greater audience.* |

Graduation Project

**Presentation Rubric**

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| **Total Points** |  | **Distinguished**  **4** | | **Effective**  **3** | **Minimal**  **2** | **Insufficient**  **1** | **Unsatisfactory**  **0** |
|  | Communication & Speaking Skills | Speaks with superior pitch, pace, projection, grammar/ pronunciation, and without vocalized pauses (e.g. like, umm, you know, etc.) | | Speaks with appropriate pitch, pace, projection, grammar/ pronunciation, and without vocalized pauses (e.g. like, umm, you know, etc.) | Speaks with inconsistent pitch, pace, projection, and/or grammar/ pronunciation; may have a few vocalized pauses (e.g. like, umm, you know, etc.) that do not become distracting | Speaks with deficient pitch, pace, projection, and/or grammar/ pronunciation; uses many vocalized pauses (e.g. like, umm, you know, etc.) that interfere with communication | Speaks with unacceptable pitch, pace, projection, and/or grammar/ pronunciation; uses many vocalized pauses (e.g. like, umm, you know, etc.) that interfere with communication |
|  | Demonstrates excellent poise, enthusiasm, and confidence; maintains ideal posture, strong eye contact and courteous demeanor; uses purposeful movement/gestures to engage audience | | Demonstrates strong poise, enthusiasm, and confidence; maintains correct posture, strong eye contact and courteous demeanor; uses effective movement/gestures to engage audience | Demonstrates adequate poise, enthusiasm, and confidence; maintains good posture, eye contact, and courtesy; uses some movement/ gestures to engage audience | Demonstrates ineffective poise, enthusiasm, and confidence; maintains negligible posture, eye contact, and courtesy; uses distracting movement/gestures | Demonstrates little to no poise, enthusiasm, and confidence; maintains weak posture and eye contact; may be discourteous or rude; uses distracting movement/gestures |
|  | Content & Coherence | Expertly defines purpose of presentation, maintains focus throughout, and uses a logical sequence that engages the audience | | Successfully defines purpose of presentation, maintains focus throughout, and uses a logical sequence that engages the audience | Adequately defines purpose of presentation, maintains focus throughout, and uses a logical sequence | Minimally defines purpose of presentation, maintains some focus, and uses a somewhat logical sequence | Fails to define purpose of presentation, maintains little focus, and uses a confusing or illogical sequence |
|  | Uses *the most* authoritative, relevant, and current information that provides depth and insight into topic | | Uses authoritative, relevant, and current information that provides depth and/or insight into topic | Uses valid, relevant information that goes beyond common knowledge of topic | Uses insubstantial information that is largely common knowledge | Uses limited and/or questionable information |
|  | Conveys expert knowledge of content (student has become an authority on topic) | | Conveys substantial knowledge of content (student has become well-versed in topic) | Conveys adequate knowledge of content (student has become informed about topic) | Conveys insufficient knowledge of content (student uses limited, inaccurate and/or dated information about topic) | Conveys little to no knowledge of content (student uses largely limited, inaccurate and/or dated information about topic) |
|  | Extemporaneous  Responses | Responds to judges’ questions with accurate, precise answers | | Responds to judges’ questions with accurate, direct answers | Responds to judges’ questions with somewhat accurate, wordy and/or limited answers | Responds to judges’ questions with questionable, wordy and/or vague answers | Responds to judges’ questions with inaccurate, wordy and/or vague answers OR does not/cannot respond to judges’ questions |
|  | Time | Adheres to school-established time guidelines | | Adheres to school-established time guidelines, plus/minus one minute | Uses insufficient or excessive time (plus/minus two minutes). | Uses insufficient or excessive time (plus/minus three minutes). | Fails to manage time properly (presentation is too brief or too long) |
| Total  Points | **Scale**  4 32 – 28  3 27 – 17  2 16 – 13  1 12 – 7  0 6 – 0 | |  |  |  | **Overall**  **Presentation**  **Score**  **(4, 3, 2, 1, 0)** |  |  |