Unit 8: Presentation – Delivered May 22, 2014

1. **Statement**: Develop a PowerPoint presentation with an accompanying dialogue with other audio/visual aides, handouts, or exhibits. The student will work to make a quality presentation for staff and other invited guests.
2. **Objectives/Student Outcomes**
3. Prepare a PowerPoint presentation for the Research Project
4. Prepare a dialogue for the presentation.
5. Gather all audio/visual aids that will be used in the presentation.
6. Rehearse the presentation.
7. Give a practice presentation to peers and make any adjustments and/or additions necessary.
8. Develop and implement a strategy to market the presentation to staff, students, and other invited guests.
9. Give the presentation to resource committee, staff, and other invited guests.
10. Answer the audience’s questions about the project.
11. **Grading**

|  |  |
| --- | --- |
| **A** | * Met all deadlines * Four on the final research presentation rubric * On time and present for all classes during the unit |
| **B** | * Met most deadlines * Three on the final research presentation rubric * Missed or late for no more than one class during this unit. |
| **C** | * Needs reminders and extensions for assignments * Two on the final research presentation rubric * Missed or late for no more than one class during this unit. |
| **D** | * Doesn’t complete any assignments on time, but assignments are completed by the time grades are assigned. * Two on the final presentation rubric * Missed or late for no more than one class during this unit. |
| **F** | * Doesn’t meet class deadlines * Doesn’t complete the final presentation * Missed or late for two or more classes |

1. **Assessment(s)**
2. Oral Presentation Checklist for Peer Practice

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| --- | --- | --- | --- |
|  | **Needs Improvement** | **Satisfactory** | **Excellent** |
| **Note Cards or Dialogue Aide**   * **Main ideas of the presentation** * **Key words** * **No complete sentences** |  |  |  |
| **Body Posture**   * **Standing straight/tall** * **Refraining from shifting body weight** * **Making eye contact** * **Hands are in appropriate positions and used appropriately** |  |  |  |
| **Voice**   * **Speaks loudly enough** * **Varies tone and volume** * **Speaks clearly** * **Speed and tempo are appropriate** |  |  |  |
| **Content**   * **Choice of words** * **Aware of the “um” count** * **Well organized** * **Understandable** |  |  |  |
| **Visual Aides** |  |  |  |

1. Oral Presentation Rubric (See Below)

**Senior Research Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 - Excellent** | **3 – Good** | **2 – Acceptable** | **1 - Inadequate** |
| **Appearance** | Appropriate for a job interview (jacket, suit, dress) | Appropriate for professional work (khakis, sweater or shirt) | Neat casual school clothes (jeans, polo shirt) | Sloppy or unkempt clothes; unwashed or uncombed hair. |
| **Voice and Conduct** | Voice projects well and is very enthusiastic. Great eye contact, dynamic gestures. | Voice interesting, audible, well-paced. Good eye contact, calm demeanor | Voice slightly nervous, a little fast or shaky or monotone. Occasional eye contact, nervous or stiff gestures | Voice inaudible or extreme monotone. No eye contact or distracting use of pointer. |
| **Introduction** | Very clear statement of project goals, scope and purpose of the project are explained fully | Clear statement of goals, scope and/or purpose are not explained fully | Unclear statement of goals, scope or purpose are explained vaguely | Goals, scope or purpose of the project are confusing or are not explained at all |
| **Scientific/Topic Literacy** | Scientific terms & concepts used correctly in speech and slides; English usage is correct | Some scientific terms are mistyped or mispronounced  English usage is good | Some scientific terms or concepts are used incorrectly, English usage is acceptable | Incorrect use of many scientific terms or concepts, English usage is poor |
| **Selection of Content** | All content is critical; major points are emphasized, correct amount of content for time | Most content is important, main points are clear, sufficient content for time | Major points are not entirely clear; content is appropriate but too short or long for time | Much superfluous or trivial content is included; far too little OR too much content |
| **Organization** | Sequence of information is clear, logical and coherent. Hypotheses, data and interpretations are clearly delineated in speech/slides | Sequence of information is clear and understandable. Hypotheses, data and interpretations not always separated in speech/slides. | Information is sometimes presented in confusing sequence. Unclear separation of hypotheses, data and interpretations. | Very confused or illogical presentation of information, no separation of hypothesis from data or data from interpretation. |
| **Illustration Design** | Slides are colorful, easy to read, not cluttered with extra information or animation. Figures are bright and crisp. | Slides are neat & readable some distracting info or animations. Figures are clear and in focus. | Slides are sometimes hard to read, fonts are too small or a poor color choice, figures are too small or a little blurry. | Slides are cluttered or bare, fonts are impossible to see clearly. Figures dark, out of focus or confusing. |
| **Interpretation of Results** | Project data is interpreted soundly and with minimal assumptions. No conclusions are made on the basis of inadequate or poor data | Project data is interpreted logically with some necessary assumptions. No conclusions made on the basis of inadequate data. | Project data is not interpreted as fully as possible or major assumptions are made. Some conclusions seem based on poor or missing data | Project data do not support any of the interpretations made; conclusions are entirely based on assumptions or bad data |
| **Conclusion** | Main points are clearly summarized at end of talk with focus on their significance. | Main points are listed and their significance is mentioned. | Most of the main points are listed; their significance may not be clear. | Main points are not summarized or their significance is misstated. |
| **Q/A Responses** | Questions are answered concisely and to the point with specific pertinent details. | Questions are answered promptly and with some appropriate details. | Questions are answered without details or without clear understanding. | Questions are either misunderstood or answered with rambling, incoherent information. |

http://serc.carleton.edu/departments/assessment/instruments/IUP\_presentation\_rubric.html