

**October Take-Home Project  
Informational Presentation**

**Presentations will be on November 2, 2018 beginning at 10:15 AM**

**Plan & Prepare:** Pick a topic you already know a lot about, or something that you are interested in learning. Complete research, so you will have some interesting ideas, facts and information to share during your presentation, including details and examples. Start your presentation with an interesting question or statement to get your audience's attention. Make sure to conclude with a one or two sentence summary.

**Passion:** Pick a topic you LOVE. That way you will be excited and enthusiastic during your presentation.

**Practice:** Go over your presentation several times so you are familiar with it. You might want to have several things written down, or notes to help you remember. **That way you can say it instead of reading it.** Time your presentation so that it is as close to 3 minutes as possible. You will be given 4 minutes, including questions and answers from the audience.

**Project:** Work on projecting your voice so everyone can hear you easily.

**Props:** Use visual and audio aids to make it more interesting. Remember to check anything you want to show on the computer/Smartboard in advance, a minimum of one day prior at school.

**Presence:** Think of what you can wear that goes along with your topic.

**Purpose:** The main purpose of this presentation is to inform, to teach your audience about something. You will also need to be entertaining, or your audience will not pay attention.

**Presentation Rubric:** Use the rubric in planning your presentation as well as self-evaluating your preparation and presentation. Complete rubric and turn in at the start of school on November 2, 2018, finalizing after the presentation as needed.

Students can also earn up to ten points for listening and participating in presentations. All students will start with five points for listening, and they keep those points as long as they exhibit good listening skills and audience behavior. If they are talking, playing with items, being distracting or inattentive, they lose a point for each behavioral instance.

Students also earn up to five points by asking relevant questions after the presentation or by making specific positive comments about the presentations. They earn one point for each relevant question or specific comment.

**Please contact a teacher with any questions. Sign and date that you are aware of the take-home project as well as the due date.**

★ If you are not in attendance on September 28, 2018 it is your responsibility to schedule a time to present within four school days of the assigned date.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# Presentation Rubric

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	4 – Excellent
<b>Plan &amp; Prepare</b>	Your presentation was well planned, with a clear beginning, middle and end. There was also evidence of considerable research.	Your presentation was well planned, with two of these elements: clear beginning, middle and end. There was also evidence of some research.	Your presentation was only had one of these elements: clear beginning, middle and end. There was also very little evidence of research.	Your presentation did not appear to have a clear plan with a beginning, middle and end. There was also no evidence of research.
<b>Purpose</b>	The presentation had more than one clear purpose: to inform to persuade to give directions It was also entertaining, so my audience paid attention.	The presentation had one clear purpose: to inform to persuade to give directions I also tried to make it entertaining.	The presentation only seemed to have one purpose: to inform to persuade to give directions to entertain	The purpose did not fit the presentation that was assigned, or my purpose was not clear to my audience.
<b>Passion &amp; Personality</b>	The presentation fit your personality, and you could clearly tell you were excited and enthusiastic about sharing your passion with the class.	The presentation fit your personality, and at times you could tell you were excited and enthusiastic about sharing your passion with the class.	It was hard to tell whether you were excited about your topic, as you showed very little enthusiasm or excitement during your presentation, through your voice or facial expressions.	No enthusiasm or excitement was expressed through voice or facial expressions during your presentation.
<b>Practice</b>	Your presentation was just the right length, approximately 3 minutes. You were able to tell instead of read your presentation. You appeared confident and relaxed.	Your presentation was just the right length, approximately 3 minutes. You were able to tell most of your presentation, instead of reading. You appeared confident.	Your presentation was either too short or too long. You read most of your presentation, with very few errors.	Your presentation was either too short or too long. You read most of your presentation, with many errors.
<b>Props</b>	You used a wide variety of props that fit your presentation. You made sure the audience could clearly see your props, and continued to talk while using your props.	You used several props that fit your presentation. You made sure the audience could clearly see your props, and continued to talk while using your props.	You used one prop that fit your presentation. Remember to make sure the audience can clearly see your props, and remember to talk while using your props.	No props were used that could have made your presentation more interesting.
<b>Project &amp; Pacing</b>	The audience could clearly hear and understand your presentation. At times you varied your rate of speaking and your voice for interest.	The audience could clearly hear and understand your presentation. At times you varied your rate of speaking or your voice for interest.	The audience could clearly hear and understand your presentation. Remember to vary your rate of speaking and your voice for interest.	The audience could not clearly hear and understand your presentation.
<b>Presence &amp; Personal Behaviors</b>	How you were dressed matched your presentation. You had good eye contact with the audience. You had no noticeable distracting behaviors.	Two of these are present: How you were dressed matched your presentation. You had good eye contact with the audience. You had few noticeable distracting behaviors.	One of these are present: How you were dressed matched your presentation. You had good eye contact with the audience. You had few noticeable distracting behaviors.	How you were dressed did not appear to match your presentation. You had little eye contact with the audience. You had many noticeable distracting behaviors.
<b>Participation</b>	You kept the audience's attention during your presentation by involving them in several ways. You tried to involve many class members.	You kept the audience's attention during most of your presentation by involving them in some way. You tried to involve several class members.	You kept the audience's attention during some of your presentation by involving them in some way. You tried to involve a few class members.	You struggled to keep the audience's attention during your presentation and did not involve them in any way.

\_\_\_\_\_ points out of 28 possible points

I, \_\_\_\_\_, used the above rubric in planning my presentation and have honestly self-evaluated my effort and presentation.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date