Oral Presentation Reflection (student copy of assignment)

**OBJECTIVE:**

As one of the culminating assignments for this quarter’s exam, your task is to select and present one of your spreads. The process is outlined below. You should be able to recognize what you have learned in yearbook class.

**PROCESS**

1. Choose a spread that you created
2. Decide a way to visually present the Oral Presentation Reflection
	1. PowerPoint, Prezi, or display the spread as a Proof from Walsworth on the data projector
	2. Use the 6 X 6 rule: No more than six words per line, and no more than six lines. This will allow your presentation to adhere to the visual presentation guidelines. Additionally, you’ll be able to elaborate further.
3. At the beginning of your presentation, introduce yourself by name, state your leadership position if applicable, detail what year staff member you are this year, and state which spread you chose to present
4. Discuss what layout and design principles you followed—consult your notes from the beginning of the school year—and detail which steps you took in chronological order
5. Describe how you chose the pictures and how you decided to arrange the pictures on the spread
6. Identify the best caption on the spread, read it to the class, and explain why it’s well-written
7. Discuss the strengths of the spread
8. Discuss any troubles or challenges you encountered while creating the spread
9. Identify areas in which you could have improved
10. Other comments

**Rubric**

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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Process/Require-ments** | The presentation focused on one spread and described all aspects thoroughly.  | The presentation focused on spread, but the student had no more than two missing process steps.  | The presentation focused on one spread, but the student had three or more missing process steps.  | The presentation was unclear.  |
| **Subject Knowledge** | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaborates consistently. | Student is at ease and answers most questions with explanations and/or elaborates most of the time.  | Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate. | Student does not have grasp of information; student cannot answer questions about subject. |
| **Visual Aids** | Student's visual aids explain and reinforce the presentation. The 6 X 6 rule is employed consistently.  | Student's visual aids relate to the presentation, but the student may not always follow the 6 X 6 rule. | Student occasionally uses visual aids that rarely support the presentation. | Student uses superfluous visual aids or no visual aids. |
| **Conventions** | Presentation has no misspellings or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Student's presentation has four or more spelling errors and/or grammatical errors. |
| **Delivery** | The speaker spoke in a loud, clear voice and was expressive.  | The speaker was loud and clear most of the time, but he/she was not very expressive.  | Student's voice is low in volume. Student may have incorrectly pronounced terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear. |
| **Body** **Language** | The speaker had professional posture and appropriate eye contact.  | The speaker had professional posture for the majority of the presentation and made eye contact sometimes.  | The speaker had difficulty with posture and eye contact.  | The speaker slouched, tapped, etc. and did not make any eye contact with his/her audience.  |
| **Appearance** | The speaker was dressed appropriately and professionally.  | The speaker dressed appropriately and dressed somewhat professionally as well.  | The speaker dressed appropriately, but did not look professional.  | The speaker did not dress appropriately.  |
| **Time** | The speaker spoke for 3-5 minutes.  | The speaker almost met the time requirement.  | The speaker spoke for 1-2 minutes.  | The speaker spoke for a minute or less.  |
| **Overall** | Student exceeded expectations—outstanding.  | Student met all requirements.  | Student’s overall presentation was below average. | Student’s overall presentation did not meet expectations.  |