**Science Fair**

**Oral Presentation**

**Introduction:** You will create a short oral presentation to go along with your *Google Presentation/Powerpoint*. It will be a maximum of 5 minutes long. The oral presentation should be a summary of your whole experiment. It should give the viewers a very good idea of the process you went through, what you did, and what you found out. Every member of your team is expected to participate equally if the experiment was completed as a small group. Each member will receive an individual grade based on the amount of your participation and the quality of your participation. I will use the **verbal communication rubric** to grade your presentation. It’s on the next page.

**Tips on creating your presentation:**

* **Make your presentation complete**. When your presentation is done, everyone should understand exactly what you were trying to find out, why you were doing it, what you did, how you did it, and how it all turned out. Include everything. You are the teacher!
* **Be detailed and clear.** Your visual presentation is just a brief summary. You must communicate the details aloud. Verbally elaborate on all the points in your portrayed in the presentation. For example, talk about the details of your procedure that will allow people to understand what you did. Explain the data so that it’s clear how your graph connects to what happened during your weeks of measuring. Add personal points such as things that surprised you or things you found interesting or puzzling or disappointing.
* **Reflect**. The end of your presentation is an opportunity to think about how your experiment went and what it could lead to in the future. Sometimes scientists decide that more data should be collected and they have ideas about how to improve their experiment to get more or better data. Sometimes scientists have ideas about how to expand their experiment to new topics. Sometimes, during the experiment, a scientist will have questions about what they are observing. These questions can be the source of a new experiment. BE SPECIFIC WITH THESE SUGGESTIONS/REFLECTIONS.
* **Contextualize your project**. Explain how your experiment fits in to our world. What effect could it have on the world? Who might find your project important? Why?

**Tips on giving your presentation:**

* **Don’t read the screen.** This is the biggest mistake people make when giving oral presentations. They just read the information on the slides. The slides are just a short summary. You may REFER to the slides, but do NOT simply read them out loud.
* **Dont’ read from your Index Cards**. This is the second biggest mistake people make when giving oral presentations. Many students simply read the script off their cards. You may glance down at your cards to help remind you of what to say, but then you should look back up at the audience before you begin speaking.
* **Make eye contact.** Always look at the people listening to your presentation. You are talking to them. You are not talking to your index cards, the computer screen, or the floor, so don’t look at those things when you’re speaking.
* **Speak loudly**. Make sure the person in the back can hear you.

**Science Fair Presentation Rubric**

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| --- | --- | --- | --- |
| Oral Portion of Presentation | **No Evidence** | **Some Evidence** | **Clearly Evident** |
| Eye Contact | 0 | 1 | 2 |
| Clearly Audible (loud enough) | 0 | 1 | 2 |
| Clearly explains Question & Hypothesis | 0 | 1 | 2 |
| Clearly and thoroughly explains experimental procedure | 0 | 1 | 2 |
| Clearly explains the data and how it helps prove or disprove the hypothesis. | 0 | 1 | 2 |

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| --- | --- | --- | --- | --- |
| **Overall Rubric** | **4. Exemplary** | **3. Proficient** | **2. Needs Improvement** | **1. Unsatisfactory** |
| **Organization** | Presentation has a clear beginning, middle and end and includes smooth transitions. The presenter clearly meets the objective of the assignment and expertly and consistently communicates the focused purpose. | Presentation has a clear beginning, middle and end. Transitions are present. The presenter meets the objective of the assignment and communicates purpose. | The beginning, middle and end of the presentation are unclear and transitions are infrequent or not smooth. | The presentation does not contain a beginning, middle or end and transitions are not indicated. The presenter does not clearly meet the objective of the assignment and does not communicate purpose. |
| **Delivery** | The presenter consistently engages the audience with an audible, clear voice using appropriate intonation, eye contact and appropriate body language. The presenter expertly adapts pace for effect and utilizes the allotted time effectively. | The presenter engages the audience with an audible, clear voice using appropriate intonation, some eye contact and appropriate body language. The presenter adapts pace for and utilizes the allotted time effectively. | The presenter attempts to engage the audience with an audible clear voice using appropriate intonation, infrequent eye contact and body language is not fully appropriate for the purpose. The presenter attempts to adapt pace for effect and utilizes most of the allotted time. | The presenter does not engage the audience with an audible, clear voice, has no eye contact and their body language is not appropriate for the purpose. The presenter does not adapt the pace for effect and ineffectively utilizes the allotted time. |
| **Relevance** | The presentation is complete, clear and accurate. The information is relevant and specific to the purpose and the evidence is utilized to support the argument. (e.g. step-by-step procedures, diagrams, graphs, etc.) | The presentation is complete, clear and accurate. Most information is relevant and specific to the purpose and most evidence is utilized to support the argument. | The presentation is complete, clear and accurate. Some information is relevant and specific to the purpose and some evidence is utilized to support the argument. | The presentation is not complete, clear and accurate. The information is not relevant nor specific to the purpose and no evidence is utilized to support the argument. |