



## Olympic High School

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### Culminating Project Board Members

**Thank you** for being an involved member of our community by volunteering your time at Olympic High School!

**Training:** You will have the opportunity to view a short training video to make sure that you understand your role as evaluator of the presentations.

**Your role:** You play the most important role of being the audience to which the seniors get to share their journeys of learning. Students have prepared a 10-15 minute oral presentation that explains their chosen topic and what they have learned this year. You will have an opportunity at the end of the presentation to ask questions. Using a district rubric, you will evaluate the students' oral presentation. You will have the time to review thoroughly the scoring categories before you hear your first presentation. After the students have finished their presentations and left the room, you may freely discuss your evaluation with the other board members in an effort to arrive at consistency in scoring.

There will be an Olympic High School staff member serving on each board as a facilitator who will help to guide you.

**Directions:** There are directions on the internet at <http://olhs.cksd.wednet.edu>. Also on Olympic's home page you can follow the Culminating Project link to learn more information.

**Parking:** You may park in either the visitor or staff parking areas located in front of the main building.

**Check In:** Please arrive on campus shortly before your committed time slot for sign in, training, and a snack. The Staff Lounge is your official hospitality room all day. If you are at Olympic over the lunch hour, you may enjoy the school cafeteria meals for \$3.50 or you can bring a sack lunch.

Attached is a sample copy of the **scoring rubric** that you will use. Also provided is an introductory page that explains a bit about the history of the culminating project in Washington.

For further information, please do not hesitate contacting us.  
Again, thank you for being an involved community member!

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Diane Wilson, 360 662-2751, [dianewi@cksd.wednet.edu](mailto:dianewi@cksd.wednet.edu), coordinator

## ORAL PRESENTATION EVALUATION

Speaker: \_\_\_\_\_

Judge: \_\_\_\_\_

Time: Individual Project 10-15 minutes

### Area I: Content

Category	Criteria for Standard	Exceeds Standard 2	Meets Standard 1	Does Not Meet Standard 0
Organization	An effective introduction with appropriate attention getter. Central ideas are clearly presented and are easy to follow; transitions move from one point to the next. Followed by a conclusion showing sense of completion.			
Purpose	Purpose is clear and concise. It is established in the speech and leads to the development of the rest of the presentation.			
Ideas and Evidence *	Main ideas are established and demonstrate thorough and thoughtful knowledge, analysis, and preparation.			
Visual Aid Appearance & Application*	Visual aid is easily visible for audience and appropriately incorporated into the speech, enhancing the speaker's message. Materials are well planned, and uses space effectively.			
Components*	Speech clearly addresses Reflective Paper and the Culminating Project experience.			

### Area II: Delivery

Category	Criteria for Standard	Exceeds Standard 2	Meets Standard 1	Does Not Meet Standard 0
Use of Voice	Rate, volume, tone, pronunciation, and enunciation are appropriate.			
Eye Contact and Poise	Eye contact is consistent; speaker maintains a high level of visual interaction and little reliance on note cards or supplemental material. Gestures, facial expressions, and body language are effective, appropriate, and confident.			
Time	Student meets presentation time requirement.			
Grammar and Word Choice	Uses correct grammar. Avoids slang and filler words. Uses appropriate language for school setting.			
Professional Appearance	Appearance is neat, clean, professional, and appropriate for the situation.			

### Area III: Question and Answer Period

Category	Criteria for Standard	Exceeds Standard 2	Meets Standard 1	Does Not Meet Standard 0
Quality of Response	Speaker's responses are thoughtful, thorough, and convey meaningful knowledge of subject matter. Answers display further analysis of presentation and/or portfolio ideas and topics.			
Fluency and Confidence	Speaker's responses are articulate and concise, showing the speaker to have internalized his/her main points. Speaker easily expands upon previous statements when asked.			

*\* Must earn a "Meets Standard" in these areas to pass*

**Judges Comments:**

**FINAL SCORE:** \_\_\_\_\_

*A score of "12" or above is passing.*

## Introduction

The culminating project represents the culmination of a student's K-12 education. Employers and universities indicate that workers and students need to be able to bring complex ideas together in order to be successful. Bringing complex ideas together might include knowing how to merge modern technologies to manage machinery, serve customers, or locate and use a wide variety of information. In-depth examination of a culminating project topic requires students to make wide searches and to extend searches for more and more information. Furthermore, culminating project research requires students to understand and organize information from a variety of sources, to interpret this information meaningfully, and to communicate this meaning to others. These are all important skills for future success in any endeavor.

Businesses also indicate a need for new employees to enter the work world with good time management and goal-setting skills; these are the same skills that are needed for academic success after high school. Students and workers must be able to solve problems and make good decisions. Completing a successful culminating project is a long process with many steps; focusing on one area of interest will provide the student with guidance in making decisions about choices in life after high school. Successful completion of this process demonstrates that a student can manage complex, time-consuming tasks successfully, and can master a body of information about a field and communicate it to others; it also provides a portfolio of work that could be displayed to a prospective employer or university.

There is a consistent framework for the components of the Culminating Project at each high school in Central Kitsap. Students are required to explore an interest that connects to their future, apply academic skills that have been learned throughout their schooling experience, consult with a person outside the school who has expertise in the field being studied, maintain a learning log and make a formal presentation about their project. Staff will utilize a common checklist or rubric to review each component of the Culminating Project to determine if it meets CKSD standards.