

**Project Completion Calendar - January**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>4</p> <p>Project introduction</p> <p>Begin Project research</p> <p>Add notes into a word doc or google doc</p> <p>Fill out fair use checklist</p>	<p>5</p> <p>Finish Project research</p> <p>Add notes into a word doc or google doc</p> <p>Fill out fair use checklist</p> <p><b>Checkpoint 1: Teacher will check progress.</b></p>	<p>6</p> <p>Begin Slideshow. Put information into slideshow. Focus on just getting your information in.</p>	<p>7</p> <p>Finish Info and Careers portion Slideshow (add assignment to slideshow later).</p> <p><b>Checkpoint 2: Teacher will check progress.</b></p>	<p>8</p> <p>Go through slideshow skills checklist. Make sure each skill is represented in your slideshow.</p>
<p>11</p> <p>Begin working on topic assignments.</p>	<p>12</p> <p>Work on topic assignments</p> <p><b>Checkpoint 3: Teacher will check progress.</b></p>	<p>13</p> <p>Work on topic assignments</p>	<p>14</p> <p>Work on topic assignments</p> <p><b>Checkpoint 4: Teacher will check progress.</b></p>	<p>15</p> <p>Work on topic assignments.</p>
<p>18</p> <p>Finish working on Topic Assignments.</p>	<p>19</p> <p>Finalize slideshow, add finished topic assignment to the slideshow. Practise timing.</p> <p><b>Checkpoint 5: Teacher will check progress.</b></p>	<p>20</p> <p>Presentations</p> <p>Graphic Design</p> <p>Web Design</p>	<p>21</p> <p>NID</p>	<p>22</p> <p>Presentations</p> <p>Computer Programming</p> <p>Robotics</p>

**Major Presentation:**

Major presentations are marked out of 20 according to the following rubric:

Points	Central Idea	Knowledge	Body Language	Voice & Pacing
5	Maintains <b>clear focus</b> on central idea or topic.	The student’s presentation shows <b>full</b> understanding of the topic, assignment shows excellent effort, understanding and use of management strategies to complete the project. Presentation contains visual/interesting facts/further explanation /application etc... Elaborates details to support central idea.	Relaxed, <b>self-confident</b> and appropriately dressed. <b>Natural</b> movement; descriptive gestures display energy and engage audience. Builds trust and holds attention through direct <b>eye contact</b> with all parts of audience.	Variation in <b>volume &amp; inflection</b> maintains audience interest and emphasizes key points. Excellent <b>pacing</b> , including dramatic pauses. <b>Length</b> matches allotted time.
4	Maintains <b>clear focus</b> on central idea or topic.	The student shows <b>full</b> understanding of the topic. Assignment shows good effort, understanding and use of management strategies to complete the project. Presentation includes several relevant <b>examples</b> , elaborates details to support central idea.	<b>Confident</b> and appropriately dressed. <b>Close to natural</b> movement; some gestures. Consistent use of direct <b>eye contact</b> with audience.	Variation in <b>volume &amp; inflection</b> maintains audience interest and emphasizes key points. Good <b>pacing</b> , including pauses for thinking. <b>Length</b> matches allotted time.
3	Conveys a central idea or topic.	The student’s presentation and assignment shows <b>some</b> understanding of the topic. Provides sufficient details with <b>some</b> elaboration.	<b>A little nervous</b> ; quick recovery from minor mistakes. <b>Gestures</b> present but appear awkward or unnatural. Fairly consistent use of <b>eye contact</b> with audience.	<b>Some variation</b> in volume & inflection enhances presentation. Delivery generally successful; slight mismatch between length and allotted time.
2	<b>Attempts to focus</b> on a central idea or topic.	The student’s presentation and assignment shows <b>minimal</b> understanding of the topic. Presentation lists minimal related details and provides <b>no elaboration</b> .	Some <b>tension</b> or indifferent appearance. <b>Insufficient movement</b> and/or gestures not coordinated with speech. Occasional but <b>unsustained eye contact</b> with audience.	<b>Uneven or inappropriate volume</b> and/or little inflection. Either <b>too fast or too slow</b> or length does not match allotted time.
1	Has <b>little or no focus</b> on central idea or topic.	The student’s presentation and assignment shows <b>very little</b> understanding of the topic. <b>Insufficient</b> or unrelated details, project may be incomplete.	Looks <b>nervous</b> ; inappropriately dressed. <b>No movement</b> or gestures. <b>No effort</b> to make <b>eye contact</b> with audience.	<b>Low volume or monotonous tone</b> . Either <b>too fast or too slow</b> ; length does not match allotted time.



# Project Checkpoints /20

## Checkpoint 1 – Jan 5<sup>th</sup>

Progress is: Slow                      Almost there                      Good                      Excellent!

Notes:

## Checkpoint 2 0 Jan 7<sup>th</sup>

Progress is: Slow                      Almost there                      Good                      Excellent!

Notes:

## Checkpoint 3 – Jan 12<sup>th</sup>

Progress is: Slow                      Almost there                      Good                      Excellent!

Notes:

## Checkpoint 4 – Jan 14<sup>th</sup>

Progress is: Slow                      Almost there                      Good                      Excellent!

Notes:

## Checkpoint 5 – Jan 19<sup>th</sup>

Progress is: Slow                      Almost there                      Good                      Excellent!

Notes: