

Good Morning Students and Families,

I hope you are all doing well. The E12 updates are pretty much the same as last week. This week students should be working on their final reflection and presentation organization. Please submit this by Friday, April 24th. I will provide feedback that will help guide each student's presentation. Students may also begin constructing their Capstone Presentations and present by May 1st. Please contact me with any questions or concerns at cschroeder@ecasd.us

Presentation Options:

1. Record the presentation and send it to Ms. Schroeder (Use You Tube etc..) send to cschroeder@ecasd.us
2. Present to a family members and have a parent/guardian email me their feedback (use the rubric below) cschroeder@ecasd.us
3. Contact Ms. Schroeder to schedule a virtual presentation via Facetime etc..
4. Create a small group presentation via Zoom, WebX and send Ms. Schroeder and invitation to join.

Thank you, have a great week; stay well,
Ms. Schroeder

Rubric:

2. Presentation and Platform: You are expected to present your materials to an audience; this may be recorded for the instructor at the conclusion of the capstone. You need to incorporate your research essays, your primary research, as well as your visuals, and provide a platform for your presentation (web page, slides, Wix). Be able to talk about the different components of the project and provide specific examples showing what you learned or found interesting. This presentation should be about 10-15 minutes.

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<p>Content Knowledge: Student is able to speak in depth about topic using the topic jargon/vocabulary. Student will reference the authors and titles of research throughout presentation (min 5)</p> <p>Delivery: Student maintains an academic or formal voice and demeanor. Student maintains professional body-language. Student has appropriate voice volume, pace, inflection.</p> <p>Use of Visual Aids: Student's visual aid is audience appropriate and has a clear purpose.</p>	<p>Content Knowledge: Student is able to speak about topic using the topic jargon/vocabulary. Student references some of the authors and titles of research throughout presentation.</p> <p>Delivery: Student is sporadic in an academic or formal voice and demeanor. Student is sporadic in professional body-language. Student has some appropriate voice volume, pace, inflection.</p> <p>Use of Visual Aids: Student's visual aid is audience appropriate and has a purpose. Visual</p>	<p>Content Knowledge: Student speaks limitedly about topic using the topic jargon/vocabulary. Student will reference a limited number of the authors and titles of research throughout presentation.</p> <p>Delivery: Student is limited in use of an academic or formal voice and demeanor. Student is limited in use of professional body-language. Student has limited use of appropriate voice volume, pace, inflection.</p> <p>Use of Visual Aids: Student's visual aid is</p>	<p>Content Knowledge: Student is not able to speak in depth about topic using the topic jargon/vocabulary. Student does not reference the authors and titles of research throughout presentation.</p> <p>Delivery: Student has no academic or formal voice and demeanor. Student does not use professional body-language. Student does not have appropriate voice volume, pace, inflection.</p> <p>Use of Visual Aids: Student's visual aid is not audience appropriate and has no purpose.</p>

<p>Visual Aid is clear, organized, visually appealing. Student interacts or references visual aid in presentation.</p>	<p>Aid is somewhat clear, shows some organization, and is somewhat visually appealing. Student has some interaction or references to the visual aid in presentation.</p>	<p>difficult for the audience to understand and/or lacks purpose. Visual Aid is unclear, unorganized, is not visually appealing. Student interacts or references visual aid in presentation occasionally.</p>	<p>Visual Aid is confusing, there is no organization, is not visually appealing. Student does not interact with or reference visual aid in presentation.</p>
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