**Capstone project evaluation grid**

**DEADLINE 1 - The speech strategy**

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| --- | --- | --- |
| **THE TOPIC** | **EXAMPLE (BAD OR GOOD)** | **SCORE** |
| The topic is large and complex enough to have a 2 minutes presentation  *Ex:* | *I will convince the audience on the best brand of drinking water.* | /10 |
| The topic has to be potentially interesting for everyone | *Bad example: Presentation of different brands of drinking water* | /5 |
| The student explains why he/she chose this topic with at least two arguments based on his/her opinion | *Ex: I chose to talk about drinking water because it is a big part of our daily life. Also, I am concerned about health. I want to search explain the benefits of different drinking water brands.* | /20 |
| The student understands clearly the difference between informative and persuasive text |  | /5 |
| **The audience** |  |  |
| The student identified his/her audience and describes some characteristics | *Ex: nationality, age, occupation etc.* | /10 |
| The student made audience research | *Ex: What does the audience know about the topic? The audience already knows 5 brands of drinking water* | /20 |
| **The key message…** |  |  |
| Is a statement which summarize the presentation | *Ex: Drinking Kulen water gives the best nutriments to Cambodian citizens.* | /20 |
| Is a sentence |  | /5 |
| Is different from the topic presentation |  | /5 |

**DEADLINE 2 - The speech structures**

|  |  |
| --- | --- |
| **The hook** | |
| Is one a short story / an example / a fact / a quote / a question | /10 |
| Is clear and sparks interest | /10 |
|  | |
| **The body** | |
| The major points are organized logically | /20 |
| The major points are clear and different from the key message | /10 |
| The student gives evidence to prove the major point | /20 |
| The student uses transition from one point to the other | /10 |
|  | |
| **The closing** | |
| Summarizes the presentation | /10 |
| Ties the hook | /10 |