

**Agri-Science Standards and Reading and Writing Standards
Course: Agri-Science IV (Presentation)**

ELA Standard	Application of Standards	Unit	Level	Resources
RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account	Present results of Agri-Science IV Senior Project, summarize objectives, accomplishments, and assess final product	Senior Project	11-12	Web resources such as: www.usda.gov www.geography.org/sustainable www.nrcs.usda.gov www.ars.usda.gov/ar www.dep.state.ct.us www.ct.gov/DOAG www.extension.uconn.edu www.canr.uconn.edu
RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics	Present results of Agri-Science IV Senior Project, summarize objectives, accomplishments, and assess final product	Senior Project	11-12	www.usda.gov www.geography.org/sustainable www.nrcs.usda.gov www.ars.usda.gov/ar www.dep.state.ct.us www.ct.gov/DOAG www.extension.uconn.edu www.canr.uconn.edu
WHST.11-12.2a Introduce a topic and organize complex ideas, concepts so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	Present results of Agri-Science IV Senior Project, summarize objectives, accomplishments, and assess final product	Senior Project	11-12	www.usda.gov www.geography.org/sustainable www.nrcs.usda.gov www.ars.usda.gov/ar www.dep.state.ct.us www.ct.gov/DOAG www.extension.uconn.edu www.canr.uconn.edu
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Present results of Agri-Science IV Senior Project, summarize objectives, accomplishments, and assess final product	Senior Project	11-12	www.usda.gov www.geography.org/sustainable www.nrcs.usda.gov www.ars.usda.gov/ar www.dep.state.ct.us www.ct.gov/DOAG www.extension.uconn.edu www.canr.uconn.edu

Agri-Science IV – Senior Project Presentation

At the end of this unit all students will make presentations within their project cohorts regarding their projects. Presentations may be a demonstration, PowerPoint or Prezi, or group discussion. Each presentation must be accompanied by visuals of some sort. It is up to you and your advisor to determine if you will use a poster, a slide presentation, plans, and/or a demonstration. Pictures must be clear, neat, and complete.

Presentation Requirements

You will need to address the following topics as part of your presentation:

Project goal:

- What did you hope to accomplish by the end of the project period? What did you hope your final product would be?
- What was the actual result of your project? What was your finished product?
- How did your project evolve from start to finish? Did your objectives change as you started working? Explain.
- What did you learn from your project?
- Do you consider your project a success? Explain.

Summary of activities:

- How did you spend your time?
- What did you do that lead to the successful completion of your project?

Evaluation:

- How well did you achieve your goal?
- Did your project meet, exceed, or fall short of your expectations? Explain.
- How well did you use your time? Could you have used more or less time? Why?
- In what ways did your project benefit you, the department, the community, etc.?
- If you were to do this project again what would you do differently?

Name _____

Agri-Science IV Senior Project Presentation Rubric

Standard	6	5	4	3	2	1
RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account	Exemplary citation of evidence from sources	Excellent citation of evidence from sources	Moderate citation of evidence from sources	Acceptable citation of evidence from sources	Limited citation of evidence from sources	Lacks citation of evidence from sources
RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics	Exemplary determination of the meaning of domain specific words and phrases in context	Excellent determination of the meaning of domain specific words and phrases in context	Moderate determination of the meaning of domain specific words and phrases in context	Acceptable determination of the meaning of domain specific words and phrases in context	Limited determination of the meaning of domain specific words and phrases in context	Lacks determination of the meaning of domain specific words and phrases in context
WHST.11-12.2a Introduce a topic and organize complex ideas, concepts so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	Exemplary organization of ideas; establishment of connections; use of visuals	Excellent organization of ideas; establishment of connections; use of visuals	Moderate organization of ideas; establishment of connections; use of visuals	Acceptable organization of ideas; establishment of connections; use of visuals	Limited organization of ideas; establishment of connections; use of visuals	Lacks organization of ideas; establishment of connections; use of visuals
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Exemplary production of clear and coherent writing appropriate to task, purpose, and audience	Excellent production of clear and coherent writing appropriate to task, purpose, and audience	Moderate production of clear and coherent writing appropriate to task, purpose, and audience	Acceptable production of clear and coherent writing appropriate to task, purpose, and audience	Limited production of clear and coherent writing appropriate to task, purpose, and audience	Lacks production of clear and coherent writing appropriate to task, purpose, and audience
PERCENTAGES	100	90	80	70	60	50

Score _____

Comments: _____