60-Second Project Pitch

In the business world, an “elevator pitch” is a quick, passionately delivered description of a product that an inventor/business owner has created. You never know when you’ll be standing in line or sharing an elevator ride with a rich and powerful investor. To make the most of such an opportunity, an inventor must have an elevator pitch ready to roll at a moment’s notice.

Next week, you will “pitch” your Research Project idea to the class with a 60-second elevator pitch/mini presentation.

Your pitch must include:

Your name

 What you want to research during Fourth Quarter

 Why you chose this project (Tell a little story, perhaps?)

 What resources you’ll explore

 What obstacles you anticipate and your plan to navigate those obstacles

 Why this project is worthy of a significant investment of time

 Graciously thank the audience for our time/consideration of your idea

Be organized with your thoughts and ready to speak passionately about your Research Project proposal. Be prepared to answer questions after your pitch, so be ready to further explain/defend your idea.

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| 60-Second Pitch Rubric | Boss (Advanced, 5pt) | Employee (Proficient, 4pt) | Intern (Beginner, 3pt) |
| Project Idea | Idea is epic. The project has the potential to be useful in other endeavors and/or benefit others. This idea fully embraces the innovative spirit of this assignment. | Idea is personally meaningful and will present a good research project. Also a good choice that will provide a worthwhile use of the time. | Ideas is interesting/fun, but seems already familiar to student. Doesn’t pose a real challenge. A reasonable choice, but not the most worthwhile use of this time. |
| Motivation behind idea | Motivation is described in entertaining detail that excites the audience. It seems this project could potentially be life-changing for this person. | Motivation is identified and interesting to the audience. The motivation is clear and logical, but not inspired. | Motivation is unclear or barely mentioned. Seems like the student is going through the motions, rather than genuinely interested. |
| Thoughtfulness of Plan | Demonstrates full knowledge by answering all audience questions with explanations and elaboration. Has clearly thought through all elements of this project. | Has thought through many of the resources and/or obstacles of the project and is at ease during questioning. Can answer all questions, but doesn’t elaborate. | Understand what will be needed to accomplish this task, but answer to query questions are vague, lack detail. More research/ planning needed,  |
| Relevancy to language arts | Project is primarily ELA-focused and will help this student develop mastery of reading, writing, and/or communication skills. Project moves beyond this classroom. | Research has a clear and logical ELA element and will help this student sharpen a variety of reading, writing, and/or communication skills.  | Project has a clear, but thin connection to language arts. The project is really about something else with an ELA component thrown in as an after-thought. |
| Speaking style | Student draws in the audience with eye contact, an engaging, story-telling voice, and dynamic body language. Doesn’t overdo any of these elements. | We can hear the student clearly and eye contact is good. Speaker attempts to vary tone, volume, or inflection of voice. Body language is relaxed. | We can hear the student clearly, but eye contact is limited. Voice lacks drama and speaker rarely varies tone, volume, or inflection. Body language is stiff. |
| Enthusiasm; professionalism  | Student is on fire for this research. The presentation make us want to stop what we’re doing and help the student.  | Student shows some enthusiasm about his/her project. Audience is cautiously hopeful that the proposed project will be fruitful for the student. | Student shows little or mixed feelings about his/her project. Audience is not excited about the proposed project because the student doesn’t seem enthused.  |

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