

Checkpoint 7: Presentation Visuals Draft

What to Do

Using the argument built in the IWA and evidence collected in the research, students will create visuals (slides) focused on audience-centered design techniques per the resources provided before these preparation activities. Presenters will have 6-8 minutes (maximum) to give a central claim, context, relevance of the problem, and evidence to support the argument's position while acknowledging varying perspectives and the implications and limitations of the argument to the problem and real-world setting. Presentation information is well-integrated and logical while still engaging and relevant to an audience of peers.

Aesthetic design is consistent, including proper organization, legible backgrounds, and integrated use of visuals that enhance the presentation. Graphs, if used, are clear and fully explained in the performance. Text is limited, featuring important focal points rather than speaker notes.

Students will submit a progress draft of visuals leading into formally scheduled presentations. However, students will consider seeking feedback from other peer groups for revision before their scheduled presentation date.

Teachers encourage (or formally schedule) students to practice performing presentations to each other for feedback as well—practice is essential to success on this part of the task, as consideration for timing, logistics, and performance techniques significantly impact the official scoring.