Checkpoint 10: Presentation Visuals Draft

What to Do

Using the argument built in Checkpoint 9, teams will create visuals (slides) focused on audience-centered design techniques per the resources provided before these preparation activities. Teams will have 8-10 minutes to give a central claim, context, relevance of the problem, and evidence supporting the team's position. Students will also acknowledge varying perspectives and the implications and limitations of the argument to the problem and real-world setting. Presentation information is well integrated and logical and is not divided up by team member contribution (i.e., by lens and perspectives).

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.

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

Teachers encourage teams to practice giving presentations to each other for feedback. Practice is essential to success on this part of the task, as consideration for timing, logistics, and performance techniques significantly impact the official scoring.