

Slides That Work

Analyze choices that make digital presentations clear, accessible, and useful.

ELA.12.C.5.1 “Design and evaluate digital presentations for effectiveness.”

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each design choice that helps an audience understand or access the presentation. Circle the choice the team removed or revised after feedback, then write a short note explaining why that change improved effectiveness.

A Proposal People Can Follow

- ① When a student team proposed more shade at bus stops, its first digital slide showed a full page of survey numbers. The data were accurate, but the audience had to search for the main point. The team revised the slide into one bar chart comparing shade and no-shade stops, then added a headline: “Riders wait longer in direct sun.” A small source line named the survey and date. This design gave the audience a claim, visual evidence, and a way to judge the information’s credibility. It also left enough blank space for the chart to be read from the back of a room.
- ② Effective digital presentations also account for viewers who receive information in different ways. For the bus-stop proposal, the team used high-contrast colors and labeled each bar with its value, so meaning did not depend on color alone. The presenter described the chart aloud instead of reading every word on the slide. Captions were prepared for a recorded version, and every image had a brief alt text description. These choices improved access without crowding the screen. However, a looping background video of traffic added motion but no evidence. During a practice viewing, classmates said it distracted them from the chart, so the team removed it.
- ③ Before presenting to the city transportation committee, the team tested its revised deck with two students who had not seen the project. Each viewer had one minute to identify the problem, the proposed action, and the evidence supporting it. Both viewers identified the problem and action, but one could not explain the survey’s sample size. The team added that detail to the speaker notes and linked the full survey on the final slide, rather than shrinking more text onto the chart. This test showed that effectiveness is not just attractive design. A presentation succeeds when its audience can follow the purpose, trust the evidence, and use the information.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did changing the first slide from a page of numbers to a bar chart with a headline make the presentation more effective?

2 Identify two accessibility choices in the presentation and explain how each helps an audience member.

3 Why was the looping traffic video ineffective, even though it matched the topic? Use evidence from the passage.

4 What did the practice test reveal about the presentation, and how did the team respond without overcrowding the chart?

3 YOUR TURN _____ Your own words

Choose a school or community issue and write a three-slide plan for a digital presentation. For each slide, state its purpose and one specific design or access choice, then describe one audience test and one revision you might make from the feedback.

PART 1 • READ AND MARK

Underline each design choice that helps an audience understand or access the presentation. Circle the choice the team removed or revised after feedback, then write a short note explaining why that change improved effectiveness. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did changing the first slide from a page of numbers to a bar chart with a headline make the presentation more effective?	It made the main claim easier to find and connected it to visual evidence that could be read quickly.
2	Identify two accessibility choices in the presentation and explain how each helps an audience member.	High-contrast colors and value labels make the chart readable without relying on color alone. Captions, spoken chart descriptions, or alt text help viewers receive information in different ways.
3	Why was the looping traffic video ineffective, even though it matched the topic? Use evidence from the passage.	It added motion but no evidence, and classmates said it distracted them from the chart.
4	What did the practice test reveal about the presentation, and how did the team respond without overcrowding the chart?	One viewer could not explain the survey's sample size. The team put that detail in the speaker notes and linked the full survey on the final slide.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Issue: reducing cafeteria food waste. Slide 1 states the problem with a large headline and one photo with alt text. Slide 2 uses a labeled bar chart to compare daily wasted food, with high-contrast colors and values shown on each bar. Slide 3 presents a composting proposal and links the full data source. I would ask two students to explain the problem, evidence, and proposal after viewing; if they could not identify the data source, I would make the source line larger.

Accept answers that accurately connect presentation choices to clarity, credibility, accessibility, audience attention, or usable evidence. For the open task, accept varied issues and formats if the student includes three purposeful slides, specific design or access choices, an audience test, and a feedback-based revision.