Design With Purpose

Analyze how a multimodal guide reaches a defined audience and meets connected goals.

12.T.C.1.c "Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that name the audience, number the two purposes 1 and 2, circle each multimodal feature, and box the test-feedback and revision details. Your marks should show how the guide was designed and evaluated for its audience.

Refill Before Kickoff

(1) For a Friday night football game, Riverbend High's student council designed a one-page digital guide called "Refill Before Kickoff." It targets students and visitors who will attend the game, especially people entering through the west gate. The guide has two purposes: help people find water-refill stations and reduce the number of single-use bottles left in the stands. A bold headline appears above a simple stadium map. Blue drop icons mark three refill stations, while a small arrow points from the west gate to the nearest one. A caption says, "Bring a reusable bottle if you can."

(2) To make the guide useful at a glance, the council paired written directions with visual signals. A numbered list gives the walking time from each seating section, and a large "1-minute walk" label sits beside the closest station. A photo shows a student filling a metal bottle, which makes the suggested action visible. In the lower corner, a QR code links to the school's facilities page, where users can check whether a station is temporarily closed. A narrow data box reports that producing disposable bottles uses energy and materials, so the guide connects a practical choice to an environmental concern.

(3) Before publishing, the council showed a draft to six game attendees, including two adults unfamiliar with the campus. Test readers found the blue icons quickly, but three readers did not understand whether the QR code was optional. The council added the words "Scan for live station updates," enlarged the code, and placed it beside the map key. They also checked whether every feature served the intended audience and both purposes. The final version keeps the map, list, photo, caption, QR code, and data box because each can be identified easily and contributes either to finding water, choosing a reusable bottle, or both.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the guide's target audience? Include the detail that makes the audience more specific.

2. What are the guide's two purposes?

3. Identify two different modes in the guide and explain what each helps the audience do.

4. What confusion did test readers report, and which three revisions responded to it?

3 YOUR TURN

Your own words

Create a one-page multimodal guide for new students attending a school club fair. Name a specific audience and two purposes, use at least three clearly labeled modes, and add a two-sentence self-evaluation explaining how your features serve the audience and both purposes.

ANSWER KEY

Design With Purpose

GRADE 12 · 12.T.C.1.c

PART 1 · READ AND MARK

Underline the words that name the audience, number the two purposes 1 and 2, circle each multimodal feature, and box the test-feedback and revision details. Your marks should show how the guide was designed and evaluated for its audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the guide's target audience? Include the detail that makes the audience more specific.	**Students and visitors attending the Friday night football game, especially people entering through the west gate.**
2	What are the guide's two purposes?	**To help people find water-refill stations and to reduce single-use bottles left in the stands.**
3	Identify two different modes in the guide and explain what each helps the audience do.	**The stadium map with blue drop icons helps users locate refill stations, and the QR code helps users check live station availability.**
4	What confusion did test readers report, and which three revisions responded to it?	**Readers were unsure whether the QR code was optional. The council added "Scan for live station updates," enlarged the code, and moved it beside the map key.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

CLUB FAIR QUICK START Audience: New students arriving at the cafeteria during lunch. Purposes: Help students locate clubs and encourage them to speak with a club member. [MAP] A cafeteria floor map uses green dots for club tables and an orange star for the welcome desk. [ICON KEY] A speech-bubble icon means "Ask a member," and a clock icon means "Starts at noon." [PHOTO] Students compare robotics projects at a club table. [CAPTION] Find a table that matches an interest you already have. [QR CODE] Scan to view each club's meeting schedule. Evaluation: The map and icons help busy new students make a quick choice, while the photo and caption make joining feel concrete. The QR code adds schedule details, so the guide supports both finding a club and starting a conversation.

Accept equivalent evidence-based explanations of how a feature serves the stated audience or either purpose. For the open task, accept varied formats if the response identifies a specific audience, states two purposes, includes at least three labeled modes, and provides a two-sentence evaluation.