

Design, Test, Improve

Build a digital presentation and evaluate what viewers understand.

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

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Use a device and an approved slide tool. You need one classmate to test your actual deck. Mark the evidence limits and the questions that will help you judge effectiveness.

Make the Sign Proposal Clear

- ① **Complete fictional evidence.** During an invented library orientation, 18 of 30 students asked where the research desk was; 12 found it without asking. Each student belongs to exactly one category. This one-day classroom dataset does not show why anyone asked, how all students navigate, or whether new signs would help. Your audience is a librarian considering a limited trial of clearer signs. Credit this worksheet's classroom simulation as the source. Do not claim the trial has already worked.
- ② **Design the digital deck.** Create three actual slides. First, state the navigation issue and request a short sign trial. Second, create a bar chart of the two counts with a zero baseline, consistent scale, category labels, values and a clear title; include the one-day, 30-student scope. Third, display a sign you create with text and simple shapes, propose how to evaluate the trial and credit the source. Include the count comparison in words and an image description for the sign. Use readable type, clear contrast and a visual order suited to this audience.
- ③ **Evaluate with a viewer.** Show the working deck to one classmate without explaining it first. Ask: What action is requested? What do the counts show? What do they not prove? Record the viewer's actual answers. Judge the deck's effectiveness for purpose, evidence clarity and readability using those responses and a specific slide feature. Revise one justified feature; if the viewer understood everything, choose an improvement to clarity or access. Show the revision and ask whether the changed feature is clearer. Export the final deck to PDF and open it to check chart labels, sign and source credit.

2 ANSWER WITH EVIDENCE Use the passage

1 What claim does the dataset support, and what causal claim does it not support?

2 Why must the bar chart start at zero and label both categories and counts?

3 How would you judge a visually attractive deck if its viewer thought the trial had already succeeded?

4 What distinguishes evaluation from a statement that you like the slides?

3 YOUR TURN Your own words

Build, test, evaluate and revise the three-slide deck. Submit the editable presentation and opened PDF export with the completed records below. A slide plan does not complete the task.

1. Create and test

Record the file title and viewer's actual answers to all three questions in paragraph 3. Use class-approved initials if needed.

2. Evaluate and revise

Judge purpose, evidence clarity and readability with viewer/design evidence. Identify one before-and-after revision and explain why it helps this audience.

3. Recheck and export

Record the viewer's response to the revised feature and the result of opening the named final PDF.

PART 1 • READ AND MARK

Use a device and an approved slide tool. You need one classmate to test your actual deck. Mark the evidence limits and the questions that will help you judge effectiveness. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What claim does the dataset support, and what causal claim does it not support?	In the simulation, 18 students asked and 12 did not. It does not establish that poor signs caused questions or that a new sign would reduce them.
2	Why must the bar chart start at zero and label both categories and counts?	A zero baseline and consistent scale preserve the size comparison; labels make the 18-versus-12 evidence checkable without relying on color.
3	How would you judge a visually attractive deck if its viewer thought the trial had already succeeded?	It would be ineffective at communicating evidence limits. Review the wording or visual emphasis that suggested a proven result and revise it.
4	What distinguishes evaluation from a statement that you like the slides?	Evaluation links a criterion such as clarity to actual viewer responses and specific design evidence, explaining the judgment and a justified improvement.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Evaluation and product criteria: A valid deck requests a trial rather than claiming success. Its chart shows 18 students who asked and 12 who did not, with the full simulation scope. Its original sign and trial proposal serve the librarian's decision. For example, a viewer who mistakes the counts for trial results reveals a communication problem; a revised title could clarify that they describe the initial orientation. This is a hypothetical evaluation example, not a real viewer record. Require the student's actual answers, reasoned judgments, visible revision and recheck. Inspect the editable deck and opened export to confirm that the recorded design features exist.

TEACHER ASSESSMENT NOTES

Assess an actual three-slide presentation and an evidence-based evaluation of purpose, evidence clarity and readability. Check correct data, zero-based chart, labels, source scope/credit, student-created sign and explicit uncertainty about a future trial. Require real viewer responses, a justified revision and a recheck. Accept different designs and judgments when evidence supports them; liking a design or inventing feedback is insufficient. This focused activity does not require outside media or an actual schoolwide sign trial.