

Media Matchup

Create digital media that makes your evidence easier to understand.

CCSS.ELA-Literacy.SL.9-10.5 "Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark the findings, uncertainties and audience needs. Then create and use actual digital media in a presentation.

Fictional brief: a shared deadline calendar

- ① A class of thirty students answered a pretend survey about finding assignment deadlines. Eighteen said deadlines were hard to find; twelve said they were easy to find. Each student chose one answer. The council proposes a shared digital calendar, but the survey did not test whether a calendar would help. For your calendar demonstration, use these invented dates: science report on October 12, history outline on October 14, and art sketch on October 16. The audience is teachers deciding whether to try the calendar for two weeks.
- ② Work with a partner, with one worksheet per learner and access to a computer or tablet with a slide editor. A single shared device is enough if you take turns. Each person creates a two-slide digital presentation: a labeled survey graph and a calendar mock-up that shows the three deadlines. Explain how each visual supports your reasoning. Keep the counts, dates and proposal status accurate. Identify the data as a classroom simulation and the calendar as a mock-up. No internet research or paid software is required.
- ③ Use readable type, strong contrast, accurate graph proportions and clear labels. Make the calendar easy to scan; avoid decorative images or animation that compete with the evidence. Present for sixty to ninety seconds while displaying your slides, pointing out what the audience should notice. Do not merely describe a plan to make slides later. Your partner checks what the media helped explain, then you revise one element and present again. Switch so both learners create, present and revise.

2 ANSWER WITH EVIDENCE Use the passage

1 What finding does the survey support, and what claim would go beyond its evidence?

2 Why do a graph and a calendar serve different purposes in this presentation?

3 Performance reflection: what did your partner understand better because of one digital element, and what did you revise?

3 YOUR TURN Your own words

Create your own digital slides in the slide editor, then use the lines below only to record decisions and feedback. Display your saved file during both presentations.

1. Choose and build

Record your recommendation and the job of each visual. Create both slides now. Give the graph a title, labels and a zero baseline with equal intervals; show counts 18 and 12. Put all three dates and assignments in the calendar mock-up. Save your file and record its name.

2. Present and check

Each learner displays both slides and delivers a complete presentation. Explain findings, connect them to the proposed trial and state the evidence limitation. The listener records one useful media choice, one point of confusion and whether the graph and calendar are accurate. Switch roles.

3. Revise and present again

Record the media change you will make and why. Edit the actual file, then present it again. Ask the listener whether the change improved understanding or interest without distraction. Record that response; switch roles and answer Question 3.

PART 1 • READ AND MARK

Mark the findings, uncertainties and audience needs. Then create and use actual digital media in a presentation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What finding does the survey support, and what claim would go beyond its evidence?	Eighteen of thirty students reported difficulty finding deadlines. The survey does not show that the proposed calendar will solve the problem or that students will use it.
2	Why do a graph and a calendar serve different purposes in this presentation?	The graph compares the two survey counts; the calendar organizes three deadlines by date so the audience can see the proposed tool in use. Both need spoken links to the reasoning.
3	Performance reflection: what did your partner understand better because of one digital element, and what did you revise?	Accept specific feedback from the actual presentation and a matching revision, such as adding a clear unit and count labels to prevent confusion about survey responses. Do not accept a claim that media was used when it was only planned.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative media choices: Slide 1 has two bars starting at zero, labeled Hard to find: 18 and Easy to find: 12, with the title Finding assignment deadlines and the unit Students. The bars have the ratio 18:12. A note says Fictional survey, 30 responses. Slide 2 places science report on October 12, history outline on October 14, and art sketch on October 16 in date order, labeled Proposed calendar mock-up.

Illustrative spoken reasoning: Eighteen of thirty students reported difficulty finding deadlines. The longer bar makes that difference visible. This does not prove a calendar will help, but it gives us a reason to test one. The mock-up places three deadlines in one view; I propose a two-week trial followed by feedback from students and teachers.

Illustrative revision: A listener confused dates with response counts. The presenter separates the slide purposes with clearer titles and unit labels, then checks the revised slides in a second delivery.

Provide an accessible device and slide editor before starting. A printed worksheet or storyboard alone cannot satisfy the digital-media task. Assess each learner's actual files and deliveries: media accuracy, purposeful selection, readable design, explanation of findings/reasoning/evidence, and engaging focus. The required two media types are a task design choice, not a claim that the standard requires every media type. Accept other recommendations grounded in the brief. Keep the key with the teacher until students have completed their own work.