

Make It Clear

Use an actual visual and recording to explain a finding.

CCSS.ELA-Literacy.SL.7.5 "Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Study the background and two simulated source cards. Underline one supported finding and circle a stated limitation.

One Place for Homework?

- ① In this fictional class, twelve students recorded where they looked for assignments on one school evening. Nine checked more than one location, such as a board and a class page. Three checked one location. The class did not measure search time or whether assignments were completed.
- ② A proposed homework hub would list the subject, task and due date together. Source B is a mock screen showing two invented assignments. It demonstrates organization, not a working school system. Teachers would still need to agree on updating it and check access for students who cannot connect from home.
- ③ Your presentation should explain a supported finding and a practical proposal. A chart can show the recorded counts. A short recorded narration can guide attention to a key label and explain what a mock screen demonstrates. A decorative image or unsupported promise would distract from the evidence.

A · One-evening class log:12 students

Places checked for assignments

Students (out of 12)

10

5

0

9

3

Multiple

One

Nine students checked multiple locations; three checked one. Each student is counted once. Time spent and completion were not measured.

Classroom simulation. A small one-evening sample.

B · Proposed homework hub: mock screen

A shared view of assignments

Subject	Task	Due
Math	Practice 1-4	Tue
ELA	Read ch.2	Wed

These invented entries show a proposed layout. No school has adopted this mock screen. Updating responsibilities and offline access still need a plan.

Classroom simulation. Illustrates a design, not measured results.

2

ANSWER WITH EVIDENCE

Use the media and background

1

What claim is supported by Source A, and what time-saving claim is not established?

2

How could the visual in Source B clarify the proposal?

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Student page 2 of 4

3 What should a short recording add to the visual rather than merely repeat?

4 After presenting, what did your audience understand better because of your media?

3 YOUR TURN _____ Your own words

Required: a school-approved device with microphone and speakers, a slide or media editor that can play an audio recording with a visual, and a partner audience. Devices may be shared; each learner creates and delivers a presentation.

Create and deliver a short digital presentation with a visual display and a recorded media component that genuinely clarify your claim.

1. Choose your message

Choose a claim supported by Source A and a feature of the proposed hub to explain. Write brief notes for your finding, its limit and the visual feature you will emphasize.

Finding, limit and feature:

2. Create the actual media

Build one or two digital slides with a labeled zero-based chart using the 12 student counts and a mock homework display. Record a 10-15 second narration that guides attention to a useful feature. Insert it or arrange playback alongside the display; test both.

File name or location; feature explained in the recording:

3. Present and listen

Each learner gives a 45-60 second presentation, shows the display and plays the recording. Point to the key labels and explain a limitation. The partner states the claim and finding they understood, then identifies one unclear point. Switch roles.

Audience feedback:

4. Improve and show again

Revise a label, visual emphasis or recording in response to feedback. Show the revised display and play the recording again. Explain how the change clarifies the claim or finding. Complete Question 4.

Change made and why it helps:

PART 1 • READ AND MARK

Study the background and two simulated source cards. Underline one supported finding and circle a stated limitation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What claim is supported by Source A, and what time-saving claim is not established?	Nine of the twelve observed students checked multiple places on that evening. The data do not show minutes saved or prove a hub will improve completion.
2	How could the visual in Source B clarify the proposal?	The labeled subject, task and due-date columns show how two assignments could be listed in one view. It is a mock design, not evidence of actual adoption.
3	What should a short recording add to the visual rather than merely repeat?	It should direct attention to an important feature and explain its meaning or limitation, such as the due-date column and the need for reliable updates.
4	After presenting, what did your audience understand better because of your media?	The learner reports actual audience feedback and identifies a specific chart label, mock-screen feature or recording choice that clarified the message.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My slide uses a zero-based bar chart labeled 9 and 3 out of 12 students for one evening. It also includes a mock homework list with subject, task and due-date columns. My recorded narration says: "Look at the due-date column. A shared list could make deadlines visible together, but teachers would need to keep it current." I play the recording during my presentation, then explain that no search-time savings were measured. After feedback, I enlarge the sample label and explain the access question.

Require an actual saved display, an actual recording and delivery with playback; a media plan alone does not meet the task. Digital creation supplies are explicitly required. Learners may share devices and take turns. Evaluate the claim, accurate chart labels and scale, specific use of recording to clarify a salient point, and evidence from audience feedback. Question 4 is completed after delivery. The model describes one valid final product; students must make and show their own. No data support a measured time saving. The chart is a tiny classroom sample, not a schoolwide result.