Evidence on Slides

Use design choices to make findings and reasoning clear.

ELA.10.C.5.1 "Create digital presentations to improve understanding of findings, reasoning, and evidence."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each piece of evidence, circle each conclusion or recommendation, and number each presentation design choice you notice. Your marks should show how the presentation helps an audience understand the team's findings and reasoning.

A Cafeteria Waste Presentation

(1) At Riverside High, a student team studied cafeteria waste for five school days. They weighed unopened packaged food, fruit, and other edible items left on trays after lunch. Their records showed that 186 kilograms of edible food were discarded, with unopened milk cartons making up the largest single category. For a digital presentation, the team opened with the claim that changing lunch routines could reduce waste. The next slide showed a bar graph of the three categories. A note beneath the graph named the collection dates, the scale used, and the fact that only lunch waste was measured.

(2) On the third slide, the team explained its reasoning. Because milk cartons were often untouched, students suggested giving people a chance to decline milk before checkout, rather than removing milk from the menu. A photograph of a tray line helped the audience picture where that choice could happen. The slide did not claim that the change would solve every kind of waste. Instead, it connected the proposed action to the milk-carton data and labeled the idea as a recommendation. This distinction helped viewers see which statements were measured findings and which were conclusions based on the findings.

③ To make the presentation useful, the team placed one main idea on each slide and used large labels that could be read from the back of a room. The graph used matching colors for each category, and its y-axis began at zero so the bar sizes would not exaggerate differences. A final slide listed the school kitchen records as the data source and included a link to the team's full table. During questions, presenters could point back to that source and explain a limitation, since the investigation did not measure food thrown away in classrooms or at home. Clear evidence, careful reasoning, and readable design worked together.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim did the team make, and which finding was most directly connected to that claim?

2. How did the third slide help the audience tell the difference between a finding and a recommendation?

3. Identify one graph design choice from the passage and explain how it improves understanding of the evidence.

4. What source and limitation should presenters be ready to explain when discussing the investigation?

3 YOUR TURN

Your own words

Create a three-slide digital presentation plan about a school or community finding from a class investigation or reliable source. Include a claim, one specific piece of evidence with its source, reasoning and a limitation, plus one readable visual design choice. Use the boxes to plan, then use a classroom computer or shared device and presentation software to build and save the actual three slides. Include the cited evidence and an actual readable graph, image or diagram, not a description of a future visual. Show your saved slides to a partner, who identifies the evidence, reasoning and limitation; record one design improvement you make if needed.

ANSWER KEY

Evidence on Slides

GRADE 10 · ELA.10.C.5.1

PART 1 · READ AND MARK

Underline each piece of evidence, circle each conclusion or recommendation, and number each presentation design choice you notice. Your marks should show how the presentation helps an audience understand the team's findings and reasoning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What claim did the team make, and which finding was most directly connected to that claim?	**The team claimed that changing lunch routines could reduce waste. The key finding was that unopened milk cartons were the largest single category of edible food discarded.**
2	How did the third slide help the audience tell the difference between a finding and a recommendation?	**It connected the recommendation to the milk-carton data and labeled it as a recommendation instead of presenting it as a measured fact.**
3	Identify one graph design choice from the passage and explain how it improves understanding of the evidence.	**The y-axis began at zero, so the bar sizes did not exaggerate differences among the waste categories.**
4	What source and limitation should presenters be ready to explain when discussing the investigation?	**They should identify the school kitchen records and explain that the study measured only lunch waste, not food discarded in classrooms or at home.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Slide 1, Claim: Adding a covered bike rack could make cycling to school more practical. Slide 2, Evidence: In the Student Council Transportation Survey, April 2026, 38 of 214 respondents said rain or a lack of covered parking keeps them from biking, shown in a labeled bar graph with a zero baseline. Slide 3, Reasoning and limitation: Because weather protection was a reported barrier, a covered rack may help some students, but the survey cannot show how many students would actually change transportation.

Accept plans and inspect the saved digital presentation with a clear claim, relevant and cited evidence, reasoning that connects the evidence to the claim, and a realistic limitation. The visual choice should improve accuracy, readability, or audience understanding. Teacher arranges shared-device access and checks actual slide creation, readable visual, source credit and evidence/reasoning/limitation. Paper boxes alone do not complete this task. The survey named in the sample is fictional demonstration data; label it as such if using it, or replace it with actual sourced/class findings.