

Presentation Check Deck

Evaluate how a presentation works.

GRADE 12 • 12.C.1.A.v

12.C.1.A.v "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes: Evaluating the content of presentations, including introduction, organization..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a card only after adding a real idea.

2 Build on the last speaker's idea.

3 Name the presentation part you are judging.

4 Make room for every voice.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card.
2. Each player takes a different Role card.
3. Shuffle repeated Move card sets. Deal four cards to each player.
4. Discuss the topic. Use a starter naturally, then play that card in the middle.
5. End when all cards are played. Check the reflection statements.

AFTER THE ROUND Check what you did

☐ I evaluated the introduction or organization.

☐ I judged evidence, not just the claim.

☐ I explained whether reasoning connected evidence to the claim.

☐ I evaluated how the conclusion fit the presentation.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Later Starts A student argues that school should start later. What would make the presentation convincing, and what might weaken it?	AI Draft Feedback A student argues that students should use AI for feedback on drafts. What would make the presentation convincing, and what might weaken it?	Service Requirement A student argues that graduation should require community service. What would make the presentation convincing, and what might weaken it?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Opening Scout Watch whether the introduction and order prepare the audience for the claim.	Proof Checker Judge whether the evidence is relevant, sufficient, and credible.	Logic Link Watch how clearly the reasoning connects evidence to the claim.	Landing Judge Judge whether the conclusion follows from and strengthens the presentation.

MOVE CARDS · deal 4 to each player

MOVE CARD MAP STRUCTURE “The introduction should ____, and the next part should ____.”	MOVE CARD CHECK EVIDENCE “That evidence is strong because ____.”	MOVE CARD QUESTION EVIDENCE “I would question that evidence because ____.”	MOVE CARD LINK REASONING “The reasoning works because it connects ____ to ____.”
MOVE CARD TEST REASONING “The reasoning skips a step when ____.”	MOVE CARD JUDGE CONCLUSION “The conclusion should ____ so the audience ____.”		

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Print repeated sets of the six Move cards so each player receives four. Run short rounds with a new topic each time, and listen for specific evaluation of presentation parts rather than opinions about the issue. If one student dominates, require that student to invite a peer's response before playing another card.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	The introduction should clearly state the case for later starts, and the next part should explain the main benefits.
Ben	That evidence is strong because it compares attendance before and after a later start time.
Cora	The reasoning works because it connects more sleep to better attendance.
Diego	I would question that evidence because one school's attendance data may not apply everywhere.
Ava	The conclusion should restate the strongest benefit and address bus scheduling so the audience sees a complete final judgment.

LISTEN FOR

- Specific judgments about introduction and organization
- Evidence evaluated for relevance, sufficiency, or credibility
- Clear links between evidence, reasoning, and claim
- Conclusions judged for fit and effectiveness

There are no right answers to the topic cards. Score the moves students make, not their opinions.