

# Team Multimedia Presentation Checklist

Together with your team, develop a presentation that presents a convincing argument for your proposed solution or resolution. Your claims should be supported by evidence and you should show you have considered different perspectives and the limitations and implications of your proposed solution or resolution.

When preparing your presentation:

- Develop and prepare a multimedia presentation that will present your argument for your proposed solution or resolution.
- Plan each team member's role in the presentation design and delivery.
- Design your oral presentation with supporting visual media, and consider audience, context, and purpose.
- Prepare to engage your audience using appropriate strategies (e.g., eye contact, vocal variety, expressive gestures, movement).
- Prepare notecards or an outline that you can quickly reference as you are speaking so that you can interact with supporting visuals and the audience.
- Rehearse your presentation in order to refine your design and practice your delivery.
- Check that you can do the presentation within the 8- to 10-minute time limit.
- Practice asking each other questions about the process and product of this project to prepare for your oral defense.
- ▶ Deliver an 8–10 minute multimedia presentation in which you:
  - Evaluate potential resolutions, conclusions, or solutions to problems or issues raised by different perspectives considered by your team by considering their implications and consequences.
  - Present a well-reasoned argument that links claims and evidence about why you chose your proposed solution or resolution.
  - Identify and explain objections, implications, and limitations of competing perspectives.
  - Engage the audience with an effective and clearly organized presentation design.
  - Engage the audience with effective techniques of delivery and performance.
  - Demonstrate equitable participation and engagement of all team members.
- ▶ Following the presentation, your team will defend its argument. Your teacher will ask each individual team member a question in which you will:
  - Reflect on experiences of collaborative effort and defend your team's work. Each team member should be prepared to answer questions about any part of the presentation or research process (including information that others in your team have researched and/or presented).

# AP Seminar Rubric 2016-17: Performance Task 1

## Component 2 of 2: Team Multimedia Presentation

Row	Content Area/ Proficiency	Performance Levels			Points (Max)
		Low	Medium	High	
1	<b>Establish Argument</b>	The presentation is disjointed and offers little argument or makes minimal, unsupported connections (if any) between evidence and claims. It offers a solution unsupported by evidence (or does not offer any clear solution or resolution).	The presentation offers an argument that is logically organized, generally connecting claims and evidence (but shows a tendency towards oversimplification) AND the solution proposed is largely supported by the evidence.	The presentation offers a coherent argument with claims consistently supported by evidence and linked to the overall thesis. The argument illustrates the complexity of the problem or issue AND demonstrates an understanding of implications and limitations of the proposed solution.	6
2	<b>Understand and Analyze Context</b>	The presentation identifies potential solutions but does not consider their consequences or implications.	The presentation offers superficial or simplistic consideration of implications or consequences of potential solutions.	The presentation offers a thorough evaluation of potential solutions by considering their implications and consequences.	6
3	<b>Engage Audience</b>	The presentation's design does little to effectively convey the information.	The presentation's design aligns with the information.	The presentation's design aligns well with and effectively contextualizes or emphasizes key information.	6
4	<b>Engage Audience</b>	The selection and execution of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy) severely limit the presentation's impact.	The selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy). OR execution of those techniques, supports communication of the argument.	A careful selection of delivery or performance techniques (e.g., eye contact, vocal variety, movement, energy), coupled with a dynamic execution of those techniques, strongly supports the communication of the argument.	3
5	<b>Collaborate</b>	The overall presentation is comprised of a series of separate presentations of each individual's work, or the presentation AND/OR the oral defense demonstrates strong disparity in the participation levels of specific team members.	The presentation of each individual's work is somewhat connected to work of the team. The presentation AND/OR the oral defense demonstrates some imbalance in the participation of team members.	The presentation is cohesive, clearly connecting the work of each individual to that of the team. The presentation AND/OR the oral defense demonstrates complete support and equal participation from all team members.	3
6	<b>Reflect</b>	The oral defense responds to the questions in a way that is simplistic or unsubstantiated OR describes a process that does not answer the question.	The oral defense responds to the questions asked and provides some evidence that may be general rather than specific about the team's collaborative work.	The oral defense articulates detailed responses to the questions posed, supported by relevant and specific evidence about the team's collaborative work.	3

### Additional Scores

In addition to the scores represented on the rubrics, readers can also assign a score of **0** (zero).

### O (Zero)

- A score of **0** is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.

## Sample Oral Defense Questions

Here are some examples of the types of questions your teacher might ask you during your oral defense. These are *examples only*; your teacher may ask you different questions.

1. Describe how the content of the team presentation was changed as a result of group discussion.
2. Student A, how did the group decide to include Student B's perspective/lens/conclusions into the overall presentation?
3. Student A, give one specific way that your thinking changed as a result of learning about Student B's findings.
4. In the future, what change would you make to your group norms, and how would you expect that to improve the team presentation.
5. Reflecting on your colleagues' work, which one had the greatest impact on your overall understanding of the problem your group identified?
6. In what way did you improve your ability to work with a group as a result of this project?
7. What is an example of a compelling argument from one of your peer's individual reports that you decided to exclude from your team presentation and why?
8. What is a way in which your team's resolution makes you think differently about your own individual research?
9. What was the strongest counter argument to the solution or conclusion your team identified and why?
10. Describe an argument from one of your peer's individual reports that made you think differently about your team's solution or conclusion?
11. Having finished your project, what if anything do you consider to be a gap in your team's research that, if addressed, would make you feel more confident about your conclusion?