

Module 7 Final Assessment: Practice Audience-Centered Design Presentation and Oral Defense

For Teachers:

Finally, groups will practice and then formally perform their practice presentations—teachers will make this activity an official setting as the high-stakes presentations of Modules 8 and 9. Groups will have 8-10 minutes to present their findings, demonstrating proper organization and selection techniques for content and academic delivery techniques for each group member. After the presentation, each student in the group will be asked an oral defense question. Students should be prepared for the question, though they do not know which question they will be asked or to whom in their group the question will refer, providing a proper practice for the spontaneous element consistent with the high-stakes tasks. At the conclusion, teachers may give the groups rubric feedback. They may also elicit rubric feedback or commentary from other students in the class as an additional layer of reflection throughout the process.

Purpose

The Module 7 Final Assessment presents students with the final practice and performance feedback opportunity before they begin the high-stakes tasks that will comprise two-thirds of their AP score per The College Board. By the end of this activity, students will have acquired all the knowledge and skills necessary to complete the formal tasks. Thus, students should use this opportunity to elicit and internalize feedback to those ends, as they will not be able to seek specific teacher-provided feedback on the work specific to their tasks.

In the Classroom: Set-up

Teachers may choose to record presentations for peer review and reflection activities or full-class discussion of feedback; recordings may provide samples or playback capabilities. Students will need access to screen-sharing to present to a room of their peers and may use other aids, including clickers, note cards, or anything else pertinent and available. Students are cautious of relying too heavily on note cards and refrain from reading from a script (and avoid teleprompters). Presentation performance should be sincere and organic and demonstrate preparation and mastery of their argument. Students may also choose to have a timer to keep track of their pacing. It is recommended that teachers not interrupt presentations to announce the time, and if groups talk past the 10-minute maximum, they should be allowed to finish, though teachers must stop scoring at the 10-minute mark.

What to Do

Presentation Performance Requirements per the College Board Course Description Handbook:

Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:

- collaboratively synthesizes and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue;
- considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem; and
- proposes one or more solutions or resolutions and prepares an argument to support their proposal.

The team develops an 8-10 minute presentation that presents a convincing argument for their proposed solutions or resolutions. The team should ensure the claims made are supported by evidence that should be attributed or cited (orally or visually). They should ensure they have considered different perspectives and the limitations and implications of their proposed solutions or resolutions. The presentation and the media used to enhance the presentation should consider audience, context, and purpose.

Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher.

Per the College Board requirements for Task 1 presentations, groups may only be scored up to the 10-minute mark, as this is a maximum; groups may present beyond 10 minutes in real-time, but only the information provided before the 10-minute mark will count toward scoring. Students are aware of this requirement and will practice to avoid going over the time limit. Oral defense responses do not count toward the time constraints; students may use as much time as they need to respond to their oral defense question.