



CAP Presentation Guidelines & Evaluation

Requirements

- Digital, video, or multimedia presentation.
- All group members are expected to speak (about) equal amounts of time. Plan who will say what before the presentation.
- Presentation is 12-15mins, this should include time to take questions from the audience for at least 1min during the presentation and a 5min round of checking for your peers' understanding. (You will be cut off at 15mins, so prioritize what info you share and how it will be presented).
- On the day of your presentation, come to class in professional or business casual dress.
- **Presentation assignments (times) will be assigned the Wednesday before they are due.**

Here is a suggested outline for your group's presentation:

Intro & Problem 3mins

Who are you? What problem did you identify to fix? Why? Show 2-5 pictures or 1min video of the problem that YOU worked on (images and videos you get off the internet can be included, but at least 2 pictures or a one minute clip of video that you documented needs to be included). How does this problem impact others? (E.g. peoples' health, the economy, the environment, etc.) Include 1-2 pieces of evidence!

Survey/ Poll 2mins

Show and analyze 1-2 graphs of your survey/poll data. How does the community view the problem? How did your survey/poll inform your CAP?

Solution & CAP 4mins

What "civic action" did you take to fix the problem? What policy did you demand be created, changed, ended, given attention to, etc.? Why? How did you do this? What challenges did you face? What were your successes? Why is this policy worth pursuing, changing, etc.? Show 2-5 pictures or 1min video of you/your group from this process.

Conclusions, Questions, and Checks for Understanding 6mins

Take questions from the audience. Include a fun, interactive quiz with 3-4 questions to check the audience for their understanding of your problem, solution, and/or civic actions.

Evaluation (timed separately)

How will you be evaluated?

Your group will be rated by the audience (there will be guests!) on how well you demonstrate the following:

- **Research & Analysis:** Did the group’s presentation show that members thoroughly researched and analyzed the causes and effects of a local or global problem?
- **Solution & Benefits:** Did the group’s presentation show that members were able to articulate the benefits of a possible solution?
- **Policy & Law:** Did the group connect their project to a **specific & clear** policy they wanted changed, created, improved, support for, awareness of, etc.?
- **Action:** Did the group’s presentation show evidence of “Civic Action”? Including any of the following: *meet with lawmaker(s), write letters to lawmakers, create & share petitions with lawmakers, volunteer with an organization to address the issue, attend a hearing, create & share an idea of a PSA with a lawmaker, create a brochure to distribute to the community & lawmakers, etc.*
- **Professionalism:** Did the group use key terms, academic language, and dress professionally? Was the group’s presentation appropriate for the class? Were they prepared to field questions from the audience and check their understanding in an interactive way?

A copy of the evaluation sheet the class will use to rate your CAP Presentation and Project is below:

CAP Peer Evaluation

Group Member Names _____

Circle the score for the presenters for each requirement below	0=not at all	1=vague/unclear	2=sufficient	3= thoroughly AND uses examples & evidence
Research & Analysis: Did the group’s presentation show that members thoroughly researched and analyzed the causes and effects of a local or global problem?				
Students described how the problem impacts peoples health, the economy, &/or the environment	0	1	2	3
Students took pictures or video documenting the problem	0	1	2	3
Students surveyed/pollled the community & analyzed the data	0	1	2	3
Policy & Solution: Did the group’s presentation show that members were able to articulate the benefits of a possible solution?				
Students explained why their solution is beneficial	0	1	2	3
Students connected their project to a policy they wanted changed, created, improved, support for, increased awareness of, etc.	0	1	2	3
Students clearly stated the level of gov’t or bureaucratic agency responsible for implementing, modifying, funding , etc. policy AND explained why	0	1	2	3
Action: Did the group’s presentation show evidence of “Civic Action”?				
Explained at least one civic action they engaged in (<i>meet with lawmaker(s), write letters to lawmakers, create & share petitions with lawmakers, volunteer with an organization to address the issue</i>)	0	1	2	3
Students clearly stated what they wanted or asked decision makers to do	0	1	2	3
Students took pictures or video documenting their action	0	1	2	3
Professionalism: Did the group use keys terms, academic language, and dress & act professionally?				
Students used key terms and academic language	0	1	2	3
Students clearly & consistently discussed ALL evidence, charts, images, etc.	0	1	2	3
Students created quiz or interactive checks for understanding	0	1	2	3
Students were prepared and able to field questions from the audience	0	1	2	3
Students are wearing business professional attire, or business casual attire (no sweat shirts, jeans, or hoodies)	No=0		Yes=3	
All evidence was cited using APA format, sources of information was clear	No=0		Yes=3	
Students introduced themselves and each spoke equal amounts of time	No=0		Yes=3	
Presenters used appropriate language (no cursing), faced audience, made eye contact w/ audience often	No=0		Yes=3	

Please add the points.....**TOTAL**...../51
Please write any additional feedback below

The teacher will be grading you using the CAP Peer Evaluation form, as well as on the CAP Content Requirements and CAP “Action” Requirements described below.

CAP Content Requirements

____/4

Criteria for success	1 point	1 point	1 point	1 point
Government and Policy-Research	Did the group thoroughly analyze and discuss the causes and effects of a local, state, national or global problem?	Did the group identify and discuss a proposed policy? Did they make a <i>strong</i> claim for why this policy is needed and is realistic?	Did the group’s discussion include how a proposed policy would benefit/impact the economy?	Did the group describe how society would benefit from this policy?

CAP “Action” Requirements

____/4

Criteria for success	1 point	1 point	1 point	1 point
CAP Project—Group Grade CCWHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem... synthesize multiple sources on the subject,	Did the group create and conduct a community survey/poll?	Did the group graph and analyze data from their poll and present it to their peers?	Is the group’s CAP completed on time? Does it demonstrate that sufficient time outside of class was used?	Did the group execute and document (video or pictures) meaningful “civic actions” (letter writing, awareness campaign, attend a hearing, etc.) and present them by the deadline?