

## Performance Task: Research-Based Multimedia Presentation

### Description:

Develop a research question about reciprocity or balance in human or natural systems. Research at least three credible sources, including two that interpret the topic differently. Write a presentation explaining what you learned from your research and how knowledge can restore balance to human and natural systems.

You may publish your work as a digital article with visual displays, a short video, or a multimedia presentation with captions and visuals. After you have drafted your presentation, you will orally present your research with your multimedia and visual displays to your peers.

### Why This Task Matters:

Independent research helps you connect ideas across disciplines and understand how knowledge, once shared, can repair systems we depend on.

### Criteria for Success:

- A clear, focused research question connected to reciprocity, restoration, or systems balance.
- Credible and varied sources (at least three, including two with differing interpretations of the topic).
- Accurate, well-organized information supported by specific evidence and clear synthesis, not just summary.
- Logical structure with purposeful headings, transitions, and text features (charts, visuals, captions) that clarify ideas.
- Multimedia and visual displays that clarify information, strengthen claims and evidence, and add interest
- Objective, precise language and correct citation of sources.
- Reflection or conclusion explaining how reclaiming or applying knowledge can restore balance or reciprocity.
- Professional presentation and tone appropriate for a public or academic audience.

## Performance Task Rubric: Research-Based Multimedia Presentation

Use this rubric to check your work before you submit. Ask yourself: Does my presentation meet the Proficient description in every row?

Criteria	1 — Beginning	2 — Developing	3 — Proficient
<b>Research Question</b> W.8.7	Does not include a clear research question, or the question is unrelated to reciprocity, restoration, or systems balance.	Includes a research question connected to the topic, but it may be too broad, too narrow, or only loosely tied to reciprocity or systems balance.	Includes a clear, focused research question directly connected to reciprocity, restoration, or systems balance. The question is specific enough to guide a sustained research project.
<b>Sources &amp; Research</b> W.8.7, W.8.8	Includes fewer than three sources, or sources are not credible. Does not include sources with differing interpretations of the topic.	Includes at least three sources, but not all sources are clearly credible, or the two sources with differing interpretations are not identified. Research addresses the question but may not explore multiple perspectives.	Draws on at least three credible sources, including at least two that interpret the topic differently. Sources are evaluated for credibility and accuracy, and the research addresses the question from multiple angles.
<b>Evidence, Synthesis &amp; Citations</b> W.8.8	Includes little or no specific evidence from sources, or the information is inaccurate. Content largely summarizes a single source. Citations are missing or incorrectly formatted.	Includes evidence from sources, but information may be summarized rather than synthesized, or evidence does not consistently support the main argument. Citations are present but may be incomplete or inconsistently formatted.	Presents accurate, relevant evidence from multiple sources. Synthesizes information across sources to develop ideas rather than summarizing each source separately. All sources are correctly cited using a standard citation format.
<b>Organization &amp; Text Features</b> SL.8.4	Lacks a clear organizational structure. Headings, transitions, and text features (charts, captions, visuals) are missing or do not support comprehension of the content.	Includes some organizational structure, but headings, transitions, or text features may be inconsistent or not clearly connected to the content. The overall flow	Presents information in a logical, coherent structure with purposeful headings, clear transitions, and text features (charts, visuals, captions) that clarify ideas

Criteria	1 — Beginning	2 — Developing	3 — Proficient
		is mostly clear but may have gaps.	and guide the audience through the information.
<b>Multimedia &amp; Visual Displays</b>  SL.8.5	Includes few or no multimedia or visual elements, or visuals are unrelated to the content and do not strengthen claims or clarify information.	Includes some multimedia or visual elements, but they may not clearly strengthen the argument or clarify information. Some visuals may be decorative rather than purposeful, or their connection to the content is not fully explained.	Integrates multimedia and visual displays (images, charts, video clips, graphics) that clarify information, strengthen claims and evidence, and add interest. Visuals are purposefully chosen and clearly connected to the research content.
<b>Reflection &amp; Conclusion</b>  W.8.7	Does not include a reflection or conclusion, or the conclusion does not connect the research to restoring balance or reciprocity in human or natural systems.	Includes a conclusion that references the topic, but the connection to restoring balance or reciprocity may be vague or not fully developed. The conclusion may restate information without explaining its significance.	Includes a reflection or conclusion that explains specifically how reclaiming or applying knowledge can restore balance, reciprocity, or health to human or natural systems. Connects back to the research question and synthesizes key findings.
<b>Oral Presentation: Delivery &amp; Language</b>  SL.8.4, SL.8.6	Delivery is unclear, too quiet, or difficult to follow. Little to no eye contact is maintained. Language is informal or unclear and does not match an academic or public-facing audience.	Presents most findings but may not consistently emphasize the most important points. Eye contact, volume, or pronunciation may be inconsistent. Language is mostly formal but occasionally shifts to an informal register.	Presents key findings clearly and coherently, emphasizing salient points with relevant evidence and well-chosen details. Maintains appropriate eye contact, adequate volume, and clear pronunciation. Uses formal English appropriate for an academic or public audience.