

Equality Unit

Assessment Piece and Rubric

Essential Question: To what extent are US citizens equal?

Overview of Summative Assessment: Following the completion of the six activities of the curricular package, the summative assessment calls for students to write and recite a (minimum) one page long persuasive speech with a claim, and pieces of evidence to support their claim, in response to the following essential question: To what extent are US citizens equal?

The speech must include a clear and concise claim, the accurate use of content and supporting evidence from the previous activities, and a call to action in response to your claim. You may talk to your peers to discuss, edit, and revise your work, but each student is responsible for submitting and presenting their own, original speech.

Timeline:

Students have 4-5 1 hour periods to prepare, complete, and present their speech.

Materials:

- Pre-writing tool sheet
- Self-edit tool sheet
- Rubric

Rubric:

Speech Response			
	Proficient <i>33 Points</i>	Emerging <i>25 Points</i>	Beginning <i>17 Points</i>
Content (making a claim and use of supporting evidence)	Student makes a strong and clear claim in response to the essential question. The student includes and accurately applies three or more pieces of supporting evidence from prior assignments and content discussed in class.	Student makes a claim in response to the essential question. The student includes and somewhat accurately applies at least three pieces of supporting evidence from prior assignments and content discussed in class.	Student is on the way to make a claim in response to the essential question. The student includes one to two pieces of supporting evidence from prior assignments and content discussed in class.
Presentation/Delivery	Student is exceptionally prepared and engaging with the audience. Student speaks clearly, at an appropriate volume, and at a reasonable pace.	Student is somewhat prepared and engaging with the audience. Student speaks fairly clearly, at an appropriate volume, and at a reasonable pace.	Student would benefit from additional time to prepare. Student displays the qualities of a beginner at public speaking, and shows signs of improvement in the following areas: speaking clearly, appropriate volume, and consistent pacing.
Writing Mechanics/	Student writes a speech meets or exceeds one page in length and includes an introduction of their position, at least three pieces of supporting evidence, and a conclusion that summarizes and restates their claim. The writing is clear and easy to follow. Student uses accurate spelling and grammar.	Student writes a speech that is a minimum of one page and includes an introduction of their position and a conclusion that summarizes their claim. Student somewhat includes multiple pieces of supporting evidence. Student uses mostly accurate spelling and grammar.	Student writes a speech that is in progress to meeting a one page in length and briefly includes an introduction of their position and a conclusion that summarizes their claim. Student is in progress towards including multiple pieces of supporting evidence. Student's writing would benefit from additional time focused on spelling, grammar, and sentence structure.

Speech Pre-Writing Tool Sheet

Initial Thoughts - Write for five to ten minutes your initial thoughts to answering the essential question: *To what extent are US citizens equal?*

Initial Thoughts - Write for five to ten minutes your initial thoughts to answering the following questions: *How do US citizens experience equality? How have US citizens experienced inequality?*

Your claim - Based on your initial thoughts, draft your **claim** (What is your argument? What are you trying to convince the audience about?)

Evidence - How will you support your claim? List as many, aim for 5, pieces of evidence as you can that help support your claim. Reference the previous work, key terms, court cases, readings, and discussions from this unit to help guide your search for evidence. For each example, write **HOW** this piece of evidence supports your claim.

- 1.
- 2.

	3. 4. 5.
Evidence part 2 - Which pieces of evidence will provide the strongest support for your claim, and why?	
Conclusion - How will you conclude your speech? What lasting message will you share? Draft your conclusion.	

Once you complete this sheet, begin drafting your speech.

Self-Edit Tool Sheet Checklist for Speech

As you edit, check your work, and prepare for your speech, go through the list and place an X next to each item you included and have accomplished.

X

I... included a strong and clear claim in response to the prompt.

I... included at least three pieces of relevant evidence that support my claim.

I... explained how each piece of evidence supports my claim.

I... included a conclusion that summarizes and restates my claim.

I... wrote at least a page in length.

My writing flows and is easy to follow with an introduction, the body of evidence, and a conclusion.

I... used accurate spelling, grammar, and sentence structure.

I... practiced reciting my speech aloud at least ten times.

I... have developed a consistent pace when reciting my speech.

I... have developed the appropriate volume by which to recite my speech.

I... speak clearly when reciting my speech.

I... am prepared to be engaging when sharing my speech with the rest of the class.