Unit 1: Embedded Assessment 1

**Cultural Identity PowerPoint Presentation**

**Prompt**: Your assignment is to create a reflective presentation explaining one aspect of your cultural identity.

**Directions**: You will create three claims about your subculture. These claims will each be supported by one piece of evidence each (a meme/artwork, a prominent figure (dead or alive), and an excerpt from literature/music lyrics/poetry/etc.). You will write 1-3 sentences explaining how/why each piece of evidence exemplifies your subculture. Finally, you will respond to the following reflection questions:

1. Which aspects of your cultural identity were you already aware of before you began this unit, and which did you discover through your study?
2. What are some of the different cultural heritages represented in your class that you became aware of through class discussions or shared writing?

**Planning:** Once you have followed all directions, you will need to create a PowerPoint with a minimum of 5 slides.

*Slide 1*: Intro/Title Slide (What is your subculture?)

*Slide 2*: Claim 1/Evidence 1/Interpretation 1

*Slide 3*: Claim 2/Evidence 2/Interpretation 2

*Slide 4*: Claim 3/Evidence 3/Interpretation 3

*Slide 5*: Respond to Reflection Questions

\*\* You may create additional slides (if you need to) to ensure your writing fits.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Slide 1 | What is your subculture? | | | |
| Slide 2 | Claim 1: | Evidence 1 (circle one):   * Meme/Artwork * Prominent Figure * Lit/Music/Poem | | Interpretation 1: |
| Slide 3 | Claim 2: | Evidence 2 (circle one):   * Meme/Artwork * Prominent Figure * Lit/Music/Poem | | Interpretation 2: |
| Slide 4 | Claim 3: | Evidence 3 (circle one):   * Meme/Artwork * Prominent Figure * Lit/Music/Poem | | Interpretation 3: |
| Slide 5 | Reflection Question 1: | | Reflection Question 2: | |

Unit 1: Embedded Assessment 1

**Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary – 4.5-5 points** | **Proficient – 3.5-4 points** | **Emerging - 1-3 points** | **Incomplete - 0 points** |
| **Ideas** | The project   * has a clearly identified and strongly maintained sub-culture * uses a range of well-chosen, relevant, and sufficient evidence to create a vivid sense of personal cultural identity. | The project   * has an adequately identified sub-culture * uses a sufficient range of evidence to develop the explanation of cultural identity. | The project   * has an unclear subculture * uses vague, irrelevant, or insufficient evidence to develop the explanation of cultural identity. | The project   * is not coherent and does identify a specific subculture * provides little or no evidence to support or develop an explanation of cultural identity. |
| **Structure** | The writer   * uses an effective organizational strategy that creates clarity and cohesion (CEI) * introduces ideas smoothly (Claim/Evidence), links them logically (Interpretation), and provides a satisfying conclusion (Reflection Questions) * uses appropriate and varied transitions. | The writer   * uses an adequate organizational strategy that creates a sense of completeness (CEI) * introduces ideas (Claim/Evidence), links them adequately (Interpretation), and provides a conclusion (Reflection Questions) * uses some varied transitions. | The writer   * uses an inconsistent or confusing organization (CEI) * does not introduce (Claim/Evidence), link (Interpretation), and/or conclude ideas (Reflection Questions) * uses weak, repetitive, or insufficient transitions. | The writer   * does not organize ideas clearly (CEI) * does not link ideas (Claim/Evidence/ Interpretation & Reflection Questions) * uses weak or no transitions. |
| **Use of Language** | The writer   * uses precise language and appropriate vocabulary to create a distinctive tone or voice * demonstrates strong command of conventions of grammar, usage, capitalization, punctuation, and spelling. | The writer   * uses appropriate vocabulary and generally maintains an appropriate tone/voice * demonstrates adequate command of conventions; some minor errors in grammar, usage, capitalization, or spelling do not interfere with meaning. | The writer   * uses simple or inappropriate vocabulary that does not maintain consistent tone/voice * demonstrates partial or insufficient command of conventions; errors in grammar, usage, capitalization, punctuation, and/or spelling interfere with meaning. | The writer   * uses vague, imprecise vocabulary and does not maintain consistent or appropriate tone/voice * demonstrates little command of conventions; numerous errors in grammar, usage, capitalization, punctuation, and/or spelling interfere with meaning. |
| **Presentation** | The speaker   * makes eye contact with audience * speaks at a volume loud enough to be heard clearly * does not ONLY read off of slides | The speaker   * makes eye contact with audience * can be understood but may need to speak louder/more clearly * does not ONLY read off of slides | The speaker   * attempts to make eye contact with audience * can be understood at some points of the presentation * reads off most slides | The speaker   * does not make eye contact with audience * cannot be understood * reads off all slides |

Total Score: \_\_\_\_\_\_\_\_\_/20\_\_\_\_\_\_\_