

Assessment Criteria 1.1 for Formal Pre and Post-Assessment 1.1

Students can earn up to 3 points per question. Level 3 is meeting standard, Level 2 is approaching standard, and Level 1 is not at standard.

Q1. Meeting standard (3 pts.) for Question 1 should, at minimum, discuss the below components:

- Students should define what power means in the context of the unit in their own words.
- Student should explain that power can come from many different places and that power can be both used to help others or to disadvantage others.
- Student should explain possible places where power comes from.
 - Examples of possible responses: someone who has money, who has status, who seems in control or in charge, who other people listen to, who has physical, emotional, or social power. Students may also list that bystanders, allies, and victims have power as a result of their actions or inactions.

Approaching Standard (2 pts.): Student includes 2 of the 3 expected components or includes all 3 components, but responses are not as specific as outlined in meeting standard.

- Student defines what powers means more generally and not within the context of the unit.
- Student more generally explains that power can come from many places, but does not attempt to show that power can be used in different ways.

Not at Standard (1 pt.): Student includes 2 or less of the expected components. Responses are general and not specific to the unit of study.

Q2. Meeting standard (3 pts.) for Question 2 should, at minimum, discuss the below components:

- Student identifies 1 or more characters that have power in the text.
- Student explains what kind of power the character has.
- Student identifies how other characters respond to that power.

Approaching Standard (2 pts.): Student includes 2 of the 3 expected components and/or includes all 3 components, but responses are not as specific as outlined in meeting standard.

- Student identifies 1 (or more) character(s) that has power in the text.
- Student more generally explains how the character uses power against others.
- Student more generally outlines that the character's power impacts others, but does not name specific characters that respond to the power.

Not at Standard (1 pt.): Student includes 2 or less of the expected components. Responses are general and do not specifically address the impact of power on other characters.

Q3. Meeting Standard (3 pts.): for Question 3 should, at minimum, discuss the following components:

- Justify how the character has power in the text by creating a strong claim about the character's use of power in the text.
- Use at least 1 specific piece of text evidence, whether paraphrased or directly quoted from the text, to support their defense or justification.
- Evidence should clearly map onto the claim or idea in an analysis statement that explains the character's use of power in the text.

Approaching Standard (2 pts.): Student includes 2 of the 3 expected components and/or includes all 3 components, but responses are not as specific as in meeting standard.

- Justification or defense is included, but claim is not clearly outlined before evidence is cited.

- Uses general text evidence that loosely or unclearly supports their justification.
- Evidence does not clearly map onto claim and/or is not analyzed to support justification.

Not at Standard (1 pt.): Student includes 2 or less of the expected components. Responses are general and do not specifically address pieces of text evidence that support the character's use of power in the text.

Q4. Meeting Standard (3 pts.): for Question 4 should, at minimum, discuss the following components:

- Student clearly identifies the social issue in the text (these could be a number of issues like gossip, friendship, communication).
- Student clearly demonstrates how the character's power contributes to the development of the social issue in the text with 1 textual reference that is quoted or paraphrased from the text.

Approaching Standard (2 pts.): Student includes 1 of the 2 expected components and/or includes both components, but responses are not as specific as in meeting standard.

- Student loosely identifies the social issue in the text by not specifically naming the social issue.
- Student distantly references the text by either paraphrasing or directly quoting the text and does not clearly connect how the textual evidence shows how the character's power contributes to the development of the social issue in the text.

Not at Standard (1 pt.): Student includes 1 or less of the expected components. Responses are general and do not specifically address how the character's use of power contributes to the development of the social issue in the text.

Q5. Meeting Standard (3 pts.): for Question 5 should, at minimum, discuss the following components:

- Student cites a moment in the text that helped them make a text-to-self connection.
- Student connects the text to something specific they have experienced or something they have seen in the world around them.

Approaching Standard (2 pts.): Student includes 1 of the 2 expected components and/or includes both components, but responses are not as specific as in meeting standard.

- Student discusses the text more generally to describe how the text helped them to make a text-to-self connection.
- Student creates a loose, unclear, or irrelevant connection.

Not at Standard (1 pt.): Student includes 1 or less of the expected components. Response is general and does not specifically address personal connections to the text.