



EXPEDITIONARY  
LEARNING

## **Grade 7: Module 2B: Unit 1: Lesson 9**

**End of Unit Assessment: Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

**Supporting Learning Targets**

- I can cite evidence to support analysis of “Is Money Affecting Your Social Status?”
- I can analyze interactions between individuals, events, and ideas in “Is Money Affecting Your Social Status?”
- I can analyze how paragraphs of “Is Money Affecting Your Social Status?” contribute to the development of the ideas in the text.

**Ongoing Assessment**

- End of Unit 1 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Unpacking Learning Targets/Reviewing Vocabulary (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. End of Unit 1 Assessment (25 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Turn and Talk/Anchor Chart Development for Unit 2 (15 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Continue reading in your independent reading book for this unit.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson includes the End of Unit 1 Assessment, which assesses RI.7.1, RI.7.3, and RI.7.5.</li> <li>• In the text that students read for this assessment, there are three identified terms that they may not be familiar with. In order to accurately assess the skills included on the assessment and ensure there is no confusion over the meaning of these terms, the definitions should be posted for students to refer to during the assessment.</li> <li>• In advance:           <ul style="list-style-type: none"> <li>– Post vocabulary terms and definitions:               <ul style="list-style-type: none"> <li>• make ends meet (page 1): to make enough money to cover one’s needs</li> <li>• excess (page 2): an amount beyond what is usual, needed, or asked</li> <li>• pang (page 2): a sudden sharp attack of pain or distress</li> </ul> </li> <li>– Review “Is Money Affecting Your Social Status?” Be aware that this text deals with financial issues to which students may be personally sensitive, especially with regard to how teens judge or treat other teens according to their financial status. Prompt students to “stick to the text” and stay objective, while honoring any connections students make. Point out if necessary that the text is not prescriptive (meaning that it is not advocating for certain behaviors), but rather simply reporting that they exist.</li> </ul> </li> <li>• After the assessment, students refine and reflect their knowledge of identity by creating three more anchor charts that summarize their knowledge. The Identity Is chart asks students to create a final working definition of identity and can be regarded as the summative statement using the knowledge students have been gathering on the Identity anchor chart. The External Identity and Internal Identity charts ask students to recap, refine, and delineate that knowledge into external and internal identifiers, which will be a critical concept for analyzing the play <i>Pygmalion</i> in Unit 2. To keep things uncluttered, consider taking down the original Identity anchor chart after this lesson, after making sure the three new charts have captured all essential thinking.</li> <li>• Post: Learning targets, new anchor charts (see Work Time B).</li> </ul>



Lesson Vocabulary	Materials
make ends meet, excess, pang	<ul style="list-style-type: none"><li>• Vocabulary list for “Is Money Affecting Your Social Status?” (one for display)</li><li>• “Is Money Affecting Your Social Status?” (assessment text; one per student)</li><li>• End of Unit 1 Assessment: Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?” (one per student)</li><li>• Identity anchor chart (begun in Lesson 1)</li><li>• Identity anchor chart—student version (in identity journals; begun in Lesson 1)</li><li>• Internal and External identity mind maps (from Lesson 1; one each per student)</li><li>• Identity Is ... anchor chart (new; teacher-created; see Closing)</li><li>• External Identity anchor chart (new; teacher-created; see Closing)</li><li>• Internal Identity anchor chart (new; teacher-created; see Closing)</li><li>• End of Unit 1 Assessment: Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?” (answers, for teacher reference)</li><li>• 2-Point Rubric: Short Response (for teacher reference)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Unpacking Learning Targets/Reviewing Vocabulary (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that today they get to demonstrate their progress on the learning targets:               <ul style="list-style-type: none"> <li>* “I can cite evidence to support analysis of ‘Is Money Affecting Your Social Status?’”</li> <li>* “I can analyze interactions between individuals, events, and ideas in ‘Is Money Affecting Your Social Status?’”</li> <li>* “I can analyze how paragraphs of ‘Is Money Affecting Your Social Status?’ contribute to the development of the ideas in the text.”</li> </ul> </li> <li>• Assure students that there are no tricks to this assessment; it follows what they have been doing throughout the unit.</li> <li>• Refer to the posted <b>vocabulary list for “Is Money Affecting Your Social Status?”</b> Tell students that these are three words or phrases they may not know. Have them look at the vocabulary while you read the words and definitions out loud.</li> <li>• Answer any clarifying questions about the three vocabulary terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Struggling readers may need help defining additional words. Encourage students to identify unfamiliar words and determine their meaning from context; provide them with the opportunity to check their predicted meanings.</li> </ul>

Work Time	Meeting Students’ Needs
<p><b>A. End of Unit 1 Assessment (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute “<b>Is Money Affecting Your Social Status?</b>” and the <b>End of Unit 1 Assessment: Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”</b> Remind students that they can and should refer to their texts as they complete the assessment. Tell them you will be concerned if you do not see them rereading as they complete the assessment.</li> <li>• Remind them that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is non-negotiable. Write on the board: “If you finish early, you can ...” and include suggestions they made in Module 1, Unit 1, Lesson 14, or any other tasks that suit the needs of your class.</li> <li>• Collect students’ assessments. Congratulate them on having completed the assessment. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding this assessment.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Turn and Talk/Anchor Chart Development for Unit 2 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to turn and talk with a partner:           <ul style="list-style-type: none"> <li>* “How does this text relate to our working definition of identity?”</li> </ul> </li> <li>• Conduct a whole-class “debrief” on the discussions pairs had. Add resulting insights to the <b>Identity anchor chart</b> and have students do the same on their <b>Identity anchor chart—student version</b>. Listen for comments that relate economic status to social status, such as: “How much money you have affects your relationships and the groups of people you hang out with, which then affects your identity” or “Your economic status can be embarrassing to you—you don’t want it to shape your identity.”</li> <li>• Congratulate students for having worked hard to complete a unit on a very interesting and complicated topic. Indicate that the class will use the next few minutes to summarize their learning on the charts.</li> <li>• Note that the charts will remain up for Unit 2, in which students will read a play about identity called <i>Pygmalion</i>.</li> <li>• Have students turn again to their Identity anchor chart—student version in their identity journals as you work with the posted Identity anchor chart. Have them look over their collected notes on the chart for a minute.</li> <li>• Remind students that in the beginning of the unit, they were asked to fill in a mind map of their internal and external identities. Give students a moment or two to get out their <b>Internal and External identity mind maps</b> from Lesson 1 and refresh their memories on what they wrote.</li> <li>• In groups of three or four, using the knowledge they have gained over the unit, have students complete the phrase “Identity is ...” in no more than two sentences, attempting to summarize what they have learned. Acknowledge that this will be tricky, and that they need to steer clear of run-on sentences with multiple clauses.</li> <li>• Share out the sentences. Record them on the <b>Identity Is ... anchor chart</b>, and then together as a class decide which one is the strongest. Circle it on the poster. Listen for sentences that incorporate the idea that identity is one’s sense of self, which can be affected by many social and personal factors.</li> <li>• Now that the class has a summative working definition of identity, conduct a class discussion about which identity characteristics are internal, external, or both. Listen for and record such answers on the <b>Internal and External Identity anchor charts</b>: such as “language/speech”; “clothin”; self-worth”; “gender—.” (A specific answer may be recorded on both charts if the student has made a clearly reasoned case why).</li> <li>• Indicate to the students again that they will be referring to the charts as they go on in Unit 2.</li> </ul>	



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit.</li></ul> <p><i>Note: The next lesson is a celebration of independent reading for the unit. Remind students to bring their independent reading books to class.</i></p>	



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# Grade 7: Module 2B: Unit 1: Lesson 9

## Supporting Materials



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Vocabulary List for “Is Money Affecting Your Social Status?”

<b>make ends meet</b>	<b>excess</b>	<b>pang</b>
to create enough financial resources to address daily needs	an amount beyond what is usual, needed, or asked	a sharp pain

“Is Money Affecting Your Social Status?”

**Is your family income affecting your friendships? *Teen Vogue* reports on class envy.**

(1) Samantha\*, 21, from Tacoma, always appeared to be one of the richest girls at her high school. She had stylish clothes, took violin lessons, and had lots of pals with fat wallets. But she was hiding a secret only a few of her close friends and teachers knew about—her mom was struggling to make ends meet after a nasty divorce. “People didn’t know my financial situation,” she says. “My sister shopped a lot, so I borrowed her clothes. It seemed like we had excess, but in the end it was my mom taking on a lot of burdens.” Samantha says blending in with her wealthy neighbors helped to increase her social status. “I think the pressure for students to fit in is a common thing. I had to act the part to keep people from thinking there was something about me that was different and so I was able to sit with the popular girls.”

(2) At a time when the Bureau of Labor Statistics estimates that more than 9 percent of Americans are unemployed, class divisions are widening, creating tough social situations for many teens. Though it’s not commonly talked about, how much cash your parents have can often have a huge effect on your allowance, popularity, and, more importantly, who your BFFs are.

(3) Eighteen-year-old Tiara, from Chicago, who considers herself middle-class, agrees with Samantha. “In my high school, clothes made you more popular. If you didn’t have the right clothes or the latest brands, people would tear you down.”

(4) “Sometimes in our society we equate success and popularity with high-priced items,” says Variny Yim Paladino, coauthor of *The Teen Girl’s Gotta-Have-It Guide to Money* (Watson-Guptill).

(5) Gossiping about who’s broke and who has bank can be a favorite topic of conversation among girls, many of whom say that items like smartphones, purses, and shoes are important status symbols.

(6) But it’s not just the have-nots who worry about money. Stephanie, a 20-year-old college student from San Antonio who lives in New York City, says her family is solidly upper-class—they pay for her college, trips abroad, and living expenses—but even she feels the stress. Friends who have more disposable incomes are regularly on her to go to pricey restaurants and clubs that leave her in the red. “When you have a friend who’s constantly wanting to go out for dinner every day, it puts more pressure on you,” she says. “Sometimes I’ll look at my credit card bill, and all those Frappuccinos and taxicab rides add up—and I’m like, I can’t do this again.”

(7) Being in a different income bracket from your friends can be tough. Lisa\*, nineteen, from Fort Lauderdale, Florida, grew up lower-class. She remembers feeling envious when her best friend got \$600 from her uncle to spend just for fun. “I was like, Whoa, can you break me off? I wasn’t as fortunate as some of my friends. I’ve never spent more than \$20 on a pair of jeans. I wore Payless until I was fourteen. And my first bike came from a garage sale.”

“Is Money Affecting Your Social Status?”

(8) In contrast, Ada\*, 23, from York, Pennsylvania, hit it big when a company she started in high school was purchased by a larger organization. But her net worth doesn't make her worry-free. “Just because you have something doesn't mean you don't think about it,” she says. “After you get money, you have to maintain it.”

(9) Ada admits she's even embarrassed by her financial status at times. “I just don't talk about it. It is something that I wish a lot of people didn't know about, because they see me as different. I eat McDonald's. I drive a Toyota Camry. I usually stay home and cook. When people get to know me, they're like, ‘You're just a normal girl.’”

(10) Paladino says it's typical for jealousy to arise between pals with different-size bank accounts. “It is OK to feel a pang of envy when you see someone else has something that you want,” she says. “The key is trying to figure out where it stems from and learning how to manage it so that it doesn't take over your life.”

(11) “Transparency is really important in friendships and relationships,” adds Jessie H. O'Neill, author of *The Golden Ghetto: The Psychology of Affluence* (The Affluenza Project). “People respect honesty.” After Samantha told one of her superwealthy roommates that flaunting money made her uncomfortable, she says their friendship improved. “From then on she would split meals with me, and her parents flew me up to their house for Thanksgiving. It didn't feel like charity.”

(12) O'Neill says that maintaining harmony with your pals doesn't necessarily mean that a person with more money should always foot the bill—rather that BFFs should find common interests that don't require money, like going to the beach, bicycling, or taking walks.

(13) Most importantly, the experts stress being sensitive toward—and not judgmental of—others in different financial situations. Listening can be an integral way to understand what a friend is going through. “It is important to not assume that their experience of life is the same as yours,” says L.A.-based teen therapist Sandra Dupont. “To learn more about their situation, listen carefully to what they share and follow their lead. Try asking questions about what's important to them.”

(14) Many girls say that after they became more honest about their financial situation—with both themselves and their friends—life improved. “I would want to be richer,” Lisa admits. “If you don't have any money, you're not secure. But I still appreciate what I have.”



“Is Money Affecting Your Social Status?”

(15) Ada says since her money was earned through doing something she loves, she doesn't dwell on it. “I don't hang out with people based on what they have. It's not an issue. I'm focused on my business.”

(16) Though Samantha still worries about her cash flow now that she's at an Ivy League university, she's less concerned about whether or not people think she's rich or poor. “Now I'm surrounded by a new level of wealth: kids with trust funds and allowances every week. It was—and still is—very tough for me.” But, she says, she's less wrapped up in pretending to be something she isn't. “I've shared my true financial situation with a core set of friends. They're extraordinary people that I value, not just monetarily but for the trust and investment we have in our friendship.”

\*Name has been changed.



**End of Unit 1 Assessment:**  
Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Long-Term Learning Targets Assessed**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

**Directions:** Carefully read and mark the text, specifically reading for central ideas and how they are developed. Once you have read the text, answer these questions.

1. What is the central idea of “Is Money Affecting Your Social Status?” Write one sentence, in your own words, to explain the central idea. (RI.7.2)

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End of Unit 1 Assessment:  
Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”

2. Which of these quotes from “Is Money Affecting Your Social Status?” best support the central idea of the text? Choose **three** pieces of supporting evidence. (RI.7.1)
- a. She had stylish clothes, took violin lessons, and had lots of pals with fat wallets.
  - b. Being in a different income bracket from your friends can be tough. Lisa, nineteen, from Fort Lauderdale, Florida, grew up lower-class. She remembers feeling envious when her best friend got \$600 from her uncle to spend just for fun.
  - c. “When you have a friend who’s constantly wanting to go out for dinner every day, it puts more pressure on you,” she says.
  - d. Stephanie, a 20-year-old college student from San Antonio who lives in New York City, says her family is solidly upper-class—they pay for her college, trips abroad, and living expenses—but even she feels the stress.
  - e. Though it’s not commonly talked about, how much cash your parents have can often have a huge effect on your allowance, popularity, and, more importantly, who your BFFs are.
  - f. “I wasn’t as fortunate as some of my friends. I’ve never spent more than \$20 on a pair of jeans.”
  - g. At a time when the Bureau of Statistics estimates that more than 9 percent of Americans are unemployed, class divisions are widening, creating tough social situations for many teens.
3. Which statement best describes the structure of the text (the way the author has chosen to put it together)? RI.7.5
- a. Information is organized in the order in which it happened.
  - b. A central idea is supported with evidence.
  - c. Paragraphs have no structure.
  - d. A problem is presented in the beginning of the text, and a solution follows.

**End of Unit 1 Assessment:**  
Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”

4. How does Paragraph 2 relate to Paragraph 3? (RI.7.5)
- a. Paragraph 2 presents a central idea, and Paragraph 3 supports that central idea with evidence.
  - b. Paragraph 2 presents a problem, and Paragraph 3 explains a possible solution.
  - c. Paragraph 2 presents evidence of a problem, and Paragraph 3 contradicts that evidence.
  - d. Paragraph 2 presents a central idea, and Paragraph 3 contradicts it.
5. From the statements below, choose the best piece of evidence that answers the question: Why has the state of the economy made social status a bigger issue for teens than it was in the past? (RI.7.3)
- a. “I think the pressure for students to fit in is a common thing. I had to act the part to keep people from thinking there was something about me that was different and so I was able to sit with the popular girls.”
  - b. “Sometimes in our society we equate success and popularity with high-priced items,” says Variny Yim Paladino, coauthor of *The Teen Girl’s Gotta-Have-It Guide to Money* (Watson-Guptill).
  - c. “In my high school, clothes made you more popular. If you didn’t have the right clothes or the latest brands, people would tear you down.”
  - d. At a time when the Bureau of Labor Statistics estimates that more than 9 percent of Americans are unemployed, class divisions are widening, creating tough social situations for many teens.
6. Choose a quote from the text that supports the central idea. Use the quote sandwich to explain the quote and how it supports the central idea. (RI.7.2)

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**End of Unit 1 Assessment:**



Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”

7. For each piece of text listed in the box, write a corresponding inference you can make about social status. (RI.7.1)

<p><b>TEXT</b></p> <p>But she was hiding a secret only a few of her close friends and teachers knew about—her mom was struggling to make ends meet after a nasty divorce. “People didn’t know my financial situation,” she says.</p>	<p><b>INFERENCE</b></p>
<p><b>TEXT</b></p> <p>Gossiping about who’s broke and who has bank can be a favorite topic of conversation among girls, many of whom say that items like smartphones, purses, and shoes are important status symbols.</p>	<p><b>INFERENCE</b></p>



**End of Unit 1 Assessment:**  
Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”  
(Answers, for Teacher Reference)

**Long-Term Learning Targets Assessed**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

**Directions:** Carefully read and mark the text, specifically reading for central ideas and how they are developed. Once you have read the text, answer these questions.

1. What is the central idea of “Is Money Affecting Your Social Status?” Write one sentence, in your own words, to explain the central idea. (RI.7.2)

**The central idea of “Is Money Affecting Your Social Status?” is that teens and young adults are deeply affected by the signs and symbols of wealth among their friends. This can change friendships and social status.**

End of Unit 1 Assessment:  
Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”  
(Answers, for Teacher Reference)

2. Which of these quotes from “Is Money Affecting Your Social Status?” best support the central idea of the text? Choose **three** pieces of supporting evidence. (RI.7.1)
- a. She had stylish clothes, took violin lessons, and had lots of pals with fat wallets.
  - b. Being in a different income bracket from your friends can be tough. Lisa, nineteen, from Fort Lauderdale, Florida, grew up lower-class. She remembers feeling envious when her best friend got \$600 from her uncle to spend just for fun.**
  - c. “When you have a friend who’s constantly wanting to go out for dinner every day, it puts more pressure on you,” she says.
  - d. Stephanie, a 20-year-old college student from San Antonio who lives in New York City, says her family is solidly upper-class—they pay for her college, trips abroad, and living expenses—but even she feels the stress.
  - e. Though it’s not commonly talked about, how much cash your parents have can often have a huge effect on your allowance, popularity, and, more importantly, who your BFFs are.**
  - f. “I wasn’t as fortunate as some of my friends. I’ve never spent more than \$20 on a pair of jeans.”
  - g. At a time when the Bureau of Statistics estimates that more than 9 percent of Americans are unemployed, class divisions are widening, creating tough social situations for many teens.**
3. Which statement best describes the structure of the text (the way the author has chosen to put it together)? RI.7.5
- a. Information is organized in the order in which it happened.
  - b. A central idea is supported with evidence.**
  - c. Paragraphs have no structure.
  - d. A problem is presented in the beginning of the text, and a solution follows.

**End of Unit 1 Assessment:**  
Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”  
(Answers, for Teacher Reference)

4. How does Paragraph 2 relate to Paragraph 3? (RI.7.5)

- a. Paragraph 2 presents a central idea, and Paragraph 3 supports that central idea with evidence.**
- b. Paragraph 2 presents a problem, and Paragraph 3 explains a possible solution.
- c. Paragraph 2 presents evidence of a problem, and Paragraph 3 contradicts that evidence.
- d. Paragraph 2 presents a central idea, and Paragraph 3 contradicts it.

5. From the statements below, choose the best piece of evidence that answers the question: Why has the state of the economy made social status a bigger issue for teens than it was in the past? (RI.7.3)

- a. “I think the pressure for students to fit in is a common thing. I had to act the part to keep people from thinking there was something about me that was different and so I was able to sit with the popular girls.”
- b. “Sometimes in our society we equate success and popularity with high-priced items,” says Variny Yim Paladino, coauthor of *The Teen Girl’s Gotta-Have-It Guide to Money* (Watson-Guptill).
- c. “In my high school, clothes made you more popular. If you didn’t have the right clothes or the latest brands, people would tear you down.”
- d. At a time when the Bureau of Labor Statistics estimates that more than 9 percent of Americans are unemployed, class divisions are widening, creating tough social situations for many teens.**

6. Choose a quote from the text that supports the central idea. Use the quote sandwich to explain the quote and how it supports the central idea. (RI.7.2)

**In the article, teens can have a difficult time when their family’s income is lower than that of their peers. As the article states, “Lisa\*, nineteen, from Fort Lauderdale, Florida, grew up lower-class. She remembers feeling envious when her best friend got \$600 from her uncle to spend just for fun.” This describes an example of a teen struggling with negative feelings when her friend demonstrated that she had more wealth than Lisa did.**



End of Unit 1 Assessment:  
Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”  
(Answers, for Teacher Reference)

7. For each piece of text listed in the box, write a corresponding inference you can make about social status. (RI.7.1)

<p><b>TEXT</b></p> <p>But she was hiding a secret only a few of her close friends and teachers knew about—her mom was struggling to make ends meet after a nasty divorce. “People didn’t know my financial situation,” she says.</p>	<p><b>INFERENCE</b></p> <p><i>She was hiding her true financial situation because she was afraid her friends would not like her as much if they knew she was struggling with money.</i></p>
<p><b>TEXT</b></p> <p>Gossiping about who’s broke and who has bank can be a favorite topic of conversation among girls, many of whom say that items like smartphones, purses, and shoes are important status symbols.</p>	<p><b>INFERENCE</b></p> <p><i>Talking about a peer’s financial situation can be a way of judging class. Class markers can be a way of deciding who to include and exclude.</i></p>



**2-Point Rubric: Writing from Sources/Short Response<sup>1</sup>**  
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

<b>2-point Response</b>	The features of a 2-point response are:
	<ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1-point Response</b>	The features of a 1-point response are:
	<ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0-point Response</b>	The features of a 0-point response are:
	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.