

## “Thank You in Advance” Performance Assessment

| STANDARD   | <i>EMERGING</i><br><i>Student does not achieve the “Meeting” criteria and is far below it.</i><br><i>60% - 69%</i>  | <i>DEVELOPING</i><br><i>Student does not achieve all of the “Meeting” criteria but is close to it.</i><br><i>70% - 79%</i>   | <i>MEETING</i><br><i>Student achieves all of the criteria listed below.</i><br><i>80% - 89%</i>   | <i>EXCEEDING</i><br><i>Student achieves all the “Meeting” criteria and goes beyond.</i><br><i>90% - 100%</i>   |
|--|---|--|---|--|
| SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | Orally present information related to the overall process of completing the “Thank You in Advance” project with ongoing prompts and pictorial support on 3 out of 5 occasions.                          | Orally present information related to the overall process of completing the “Thank You in Advance” project with up to 3 prompts and pictorial support on 3 out of 5 occasions.                           | Orally present information related to the overall process of completing the “Thank You in Advance” project with few teacher prompts on 4 out of 5 occasions.  | Orally present information related to the overall process of completing the “Thank You in Advance” project without teacher prompts on 4 out of 5 occasions.                            |
| Writing<br>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.   | Determine which images, text, and concepts can be utilized to establish a personal connection to the battle for equity with teacher prompts and pictorial support on less than 3 out of 5 occasions.    | Determine which images, text, and concepts can be utilized to establish a personal connection to the battle for equity with teacher prompts and pictorial support on 3 out of 5 occasions.               | Determine which images, text, and concepts can be utilized to establish a personal connection to the battle for equity with few teacher prompts on 4 out of 5 occasions.                                | Determine which images, text, and concepts can be utilized to establish a personal connection to the battle for equity without teacher prompts on 4 out of 5 occasions.                |
| Reading<br>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.   | Explain the purpose of diagrams, photographs, informational text, AV materials, and letters to elected officials to their teacher with prompts and pictorial support on less than 3 out of 5 occasions. | Explain the purpose of diagrams, photographs, informational text, AV materials, and letters to elected officials to their teacher and a peer with prompts and pictorial support on 3 out of 5 occasions. | Explain the purpose of diagrams, photographs, informational text, AV materials, and letters to elected officials to a teacher and a peer when up to three prompts are provided on 3 out of 5 occasions. | Explain the purpose of diagrams, photographs, informational text, AV materials, and letters to elected officials to a teacher and their peers without prompts on 4 out of 5 occasions. |