

Overview

Overview | The U.S. Scramble for Imperialism



The U.S. Scramble for Imperialism

by Janet O'Connell, Tommy Grant, and Paul Rodrigues

This module sits inside a unit in which students are studying U.S. imperialism. Students will draw on content studied during the unit and their readings of primary and secondary sources about the module topic to write a cause and effect essay.

Grades: 11 12

Discipline: Social Studies

Teaching Task: Task Template 25 (Informational or Explanatory and Cause/Effect)

Course: U.S. History

Author Information:

Janet O'Connell (Jessamine County)

Tommy Grant (Jessamine County)

Paul Rodrigues (Jessamine County)

Section 1: What Task?

TEACHING TASK

Task Template 25 [1 Level]

Informational & Cause/Effect

L1: What was the impact of U.S. Imperialism on selected countries? After reading selected primary and secondary sources on U.S. Imperialism, write an essay that examines the causes of imperialism and explains the effect(s) of imperialism on a specific country. What conclusions or implications can you draw? Support your discussion with evidence from the text(s).

STUDENT BACKGROUND

In this module you apply what you learned in the unit on U.S. Imperialism to assess the impact of U.S. actions of a specific country and to understand how individuals and events moved the United States into the role of a world power as an Imperialistic nation.

EXTENSION

Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the

			the organizational structure.			specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

STANDARDS

Kentucky History (The History of the United States)

SS-HS-5.2.4: Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, womens suffrage).

Common Core Anchor Standards Reading

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.

R.CCR.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Anchor Standards Writing

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.CCR.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Custom Standards

KENTUCKY HISTORY SS-HS_5.2.4: Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, womens suffrage).

Section 2: What Skills?

Selected Skills

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

BRIDGING: Ability to prepare for composing process.

BRIDGING: Ability to discuss evidence supporting claim.

Writing Process

CLAIM: Ability to craft a claim in an opening paragraph.

DEVELOPMENT 1: Ability to construct a draft with an emerging line of thought and structure.

DEVELOPMENT 2: Ability to reaffirm the claim and discuss/reflect on implications.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

MiniTasks

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

LIST

First day of instruction

In a quick write, write your first reaction to 1) What is imperialism?
2) Why would any nation practice imperialism?

Scoring Guide (Work Meets Expectations If):

Meets expectation by responding with at least 6 reasons and a clear definition.

Instructional Strategies:

Link this task to earlier class content.

Discuss student responses. This exercise can be done individually or in cooperative learning groups and should take about 20 minutes of instructional time.

Notes:

Try to encourage students to extend their thinking to include any time period, any country etc.

See Imperialism Matrix

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

LIST

Day 2

Ask students to respond to the following:
In your own words, what are the important features of a good response to this prompt?

Scoring Guide (Work Meets Expectations If):

Student is actively engaged in the discussion, which is shown by at least one contribution to the discussion.

Instructional Strategies:

Identify or invite students to identify key features of an informational or explanatory/description essay (i.e. Establishes a controlling idea that states the purpose and/or addresses the tasks question.

Presents sufficient information in order to examine topics or issues, answer questions, solve problems;explains key information with sufficient detail and follows the structural

format for a 5 Point Essay).

Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it. Students are then asked to make these notes on their Imperialism Matrix.

Notes:

See Imperialism Matrix

Accommodations and Interventions:

Pair students to encourage student response.

SHORT CONSTRUCTED RESPONSE

Day 2

Rewrite the Teaching Task:

In the left column of the table, the teaching task/prompt has been broken into parts. To help yourself understand how to complete the task, use the specific information from the teaching task to write in your own words what you will need to do to complete each part of the task.

Scoring Guide (Work Meets Expectations If):

They have accurately completed the rewrite of the teaching task.

Instructional Strategies:

Using the Rewrite Template students rewrite in their own words the original writing prompt.

Notes:

See Imperialism Matrix

Reading Process

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

SHORT CONSTRUCTED RESPONSE

Throughout unit as each one of the readings is introduced

What is the author trying to accomplish (purpose)? Which parts of the text show you that?

Scoring Guide (Work Meets Expectations If):

Matrix and practice sheets are completed with credible responses.

Instructional Strategies:

Begin instruction with Author's Purpose PowerPoint. The PowerPoint covers this information: Purposes of writing: to Inform (Expository), to Persuade (Persuasive), and Entertain (Narrative or Poetry). The PowerPoint ends with a 10 question quiz that allows students to practice their understanding of author's purpose. This is followed with a Author's Purpose practice worksheet to complete individually as homework. (These materials are found in Uploaded Resources and are used with permission by Morton, Donald. ereading worksheets.com).

The first application of this strategy will be used following the reading of the excerpt from James Michener's Hawaii. Student responses are recorded on their Imperialism Matrix.

Notes:

Students keep these responses to use for writing development.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

LIST

Throughout readings 10 minutes with each reading.

On your Imperialism Matrix, list words and phrases essential to understanding the texts. Add definitions, and (if appropriate) notes on connotation in this context.

Scoring Guide (Work Meets Expectations If):

Lists appropriate phrases and terms.

Provides accurate definitions.

Instructional Strategies:

Focus on terms and phrases that are used in readings that are critical content or unfamiliar.

Notes:

These vocabulary terms, phrases, and definitions are recorded in the student Imperialism Matrix.

Accommodations and Interventions:

A vocabulary word bank is a possibility to meeting individual student needs.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

SHORT CONSTRUCTED RESPONSE

Day 3

After defining "plagiarism" and listing ways to avoid it, students sign school plagiarism

disclosure.

Scoring Guide (Work Meets Expectations If):

Accurately defines plagiarism on Imperialism Matrix and Signs disclosure.

Instructional Strategies:

Defining plagiarism and discussion of school plagiarism policy.

I have developed a lesson using Hilary Riepenhoff's ideas from "How to Teach Students How to Paraphrase"

Begin by discussing the differences between summarizing and paraphrasing.

- 1) Summaries include main ideas, supporting details and are in chronological order
- 2) Paraphrasing is putting the information in your own words, making it abbreviated, and crediting the original source.

Next discuss how to avoid plagiarism. We begin by attempting to rewrite a single sentence. I suggest that they do their rewrite without looking at the original sentence. After sharing out we attempt the same task with a larger piece of text.

We then practice applying their understanding and complete the Plagiarism Worksheet.

The

Plagiarism Worksheet that I use comes from the following site:

<http://faculty.mccneb.edu/mbklocke/Handouts/Plagiarism%20Activity.pdf>

Notes:

Plagiarism information found in Imperialism Matrix.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

NOTES

Throughout readings and unit (10 minutes per reading)

From each text, make notes in your note taking guide of information that looks most important for answering the prompt. Remember to make certain you are not plagiarizing.

Scoring Guide (Work Meets Expectations If):

Identifies information that looks most important for answering the prompt

Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).

Instructional Strategies:

Guided notes will be used for the entire unit and will correspond with the appropriate readings.

The instructional order for these readings is based on the chronological order of events and the placement on content in the text we are using.

1. Excerpt from James A. Micheners Hawaii

2. U.S. Foreign Policy on Hawaii
 3. Editor, Editor, You're the One to Blame
 4. Primary Source-Newspaper The Maine
 5. The Rough Riders by Theodore Roosevelt
 6. U.S. Foreign Policy on Cuba
 7. U.S. Foreign Policy on Puerto Rico
 8. U.S. Foreign Policy on China
 9. In Favor of Imperialism
 10. Building the Panama Canal
 11. U.S. Foreign Policy on Panama
 12. U.S. Foreign Policy on Mexico
-

Notes:

Found in Imperialism Matrix

Accommodations and Interventions:

Help students begin process by setting up sentence such as: According to the primary source, _____, the impact of U.S. actions in Hawaii caused . . .

SHORT CONSTRUCTED RESPONSE

1 block

Students will discuss in small groups the TRAAP guide for selecting credible resources.

Scoring Guide (Work Meets Expectations If):

they have completed the portion of their Imperialism Matrix noting credibility of sources.

Instructional Strategies:

In cooperative learning groups students will discuss the TRAAP Guide and will be asked to use this guide to evaluate the reading "On the Race for Empire" which compares primary resources from four different points of view (Anti-Imperialists and Pro-Imperialists) I do not have the copyright information for this reading taken from Chapter 8 of Modern American History.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

SHORT CONSTRUCTED RESPONSE

2 days

After selecting the country you will be focusing on complete a Strip Story using the story board graphic to organize your summary. The objective is to demonstrate your

understanding of the story of U.S. imperialism in your country.

Scoring Guide (Work Meets Expectations If):

Story strip is thoroughly detailed, includes all documents, follows a chronological format, and weaves a cohesive story about imperialism in that country.

Instructional Strategies:

Story Strip

Notes:

Story Strip found on Imperialism Matrix.

Accommodations and Interventions:

Set up Story Strip with prompts such as: First, second, next, finally etc.

BRIDGING: Ability to prepare for composing process.

SHORT CONSTRUCTED RESPONSE

1 day

op

Scoring Guide (Work Meets Expectations If):

None

Instructional Strategies:

SHORT CONSTRUCTED RESPONSE

1 day

Write opening paragraph including thesis statement.

Scoring Guide (Work Meets Expectations If):

Students will meet expectations if they clearly state a claim concerning the causes and effects of U.S. imperialism on a given country and have a coherent thesis statement.

Instructional Strategies:

Work one-on-one with individual students to guide this composing process. Remind students to use their outline or story strips.

Accommodations and Interventions:

Help construct thesis as a small group.

BRIDGING: Ability to discuss evidence supporting claim.

SHORT CONSTRUCTED RESPONSE

1 day

Complete a quick write on how you will show support for your claim.

Scoring Guide (Work Meets Expectations If):

Quick writes will show 3 pieces of evidence for each claim.

Instructional Strategies:

Teacher model using readings and claim agreed upon by class.

Accommodations and Interventions:

Complete this using Smart Board as whole class instruction to model for students.

Writing Process

CLAIM: Ability to craft a claim in an opening paragraph.

SHORT CONSTRUCTED RESPONSE

1 day

Write an introduction that includes a hook (to grab the reader's attention), background information being written about, a claim, and provide two reasons for that claim.

Scoring Guide (Work Meets Expectations If):

Writes a claim that establishes a controlling idea and identifies key points that support the development.

Writes a draft introduction that sets an appropriate context for the claim.

Instructional Strategies:

Before students write their formal claim, review qualities of a strong claim as a class: must be supported by evidence and include ideas to lead reader and organize essay.

When students can completed their claims begin discussion of the qualities of a strong opening paragraph: HOTT -Hook, Overview, Thesis, Transition.

After students have written their formal claims and introductions have them share their claim with a peer. Student volunteers share their claim and introduction with the class for critique.

DEVELOPMENT 1: Ability to construct a draft with an emerging line of thought and structure.

LONG CONSTRUCTED RESPONSE

2 days

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence using the Outline for Writing an Informational/explanatory/cause and effect essay.

Scoring Guide (Work Meets Expectations If):

Provides completed outline for Writing Informational/explanatory/cause and effect essay.

Instructional Strategies:

Encourage students to re-read prompt partway through writing, to check that they are on track.

Notes:

The Outline for Writing an Informational/explanatory/cause and effect essay. is placed in the Imperialism Matrix that is given to my students. This is not included in this LDC because I do not have the copyright information or permission to share this document from the originating teacher. It is a simple outline that provides a prompt for each section of the Informational/explanatory/cause and effect essay. (i.e. Introduction, Body Paragraph, Evidence to support claim, etc.)

DEVELOPMENT 2: Ability to reaffirm the claim and discuss/reflect on implications.**LONG CONSTRUCTED RESPONSE**

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Could not delete this task.

Scoring Guide (Work Meets Expectations If):

None

Instructional Strategies:**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.**LONG CONSTRUCTED RESPONSE**

2 days

Refine essays analysis, logic, and organization of ideas and argument. Use textual evidence carefully, with accurate citations.

Scoring Guide (Work Meets Expectations If):

Provides complete draft with all parts.
Supports the Informational/explanatory/cause and effect essay with evidence and citations.

Instructional Strategies:

Assign students to provide each other with feedback on those issues.

EDITING: Ability to proofread and format a piece to make it more effective.

LONG CONSTRUCTED RESPONSE

1 day

Edit draft to correct mechanical errors and adjust format as needed to provide a clear and appealing text.

Scoring Guide (Work Meets Expectations If):

student provides draft free from distracting surface errors.

Instructional Strategies:

Review with individual students the skills and revisions needed to meet expectations.

Notes:

It is important to make sure that all citations are free from errors at this time.

COMPLETION: Ability to submit final piece that meets expectations.

LONG CONSTRUCTED RESPONSE

2 days

Turn in your complete set of drafts, plus the final version of your piece.

Scoring Guide (Work Meets Expectations If):

Fits the Meets Expectations category in the rubric for the teaching task.

Instructional Strategies:

Notes:

Students are instructed to save the final copy electronically for future development and writing portfolio.

Selected Articles

[THE PHILIPPINE WAR.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=3394&scrollTo=articles>)

Military History (Nov2007)Leepson, Marc

The article explores the controversies surrounding the Philippine Insurrection or the Philippine-American War. The war was controversial from its inception. Western historians agree it was a clear-cut American victory, but still disagree sharply on why and how the U.S. fought the war. Some historians believe that the U.S. intended to grab Philippine territory, fueled by racism and imperialism, but others believe it was a benevolent and successful exercise in nation-building.

1350L

[A new imperialism.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=3394&scrollTo=articles>)

World & I (Jan94)Allison, Lincoln

Provides definitions of imperialism as applied in current situations. Cessation of old imperialism; Lenin's theory of imperialism; End of the Cold War and intervention of the West in former communist states; Advantages and disadvantages of imperialism; Moral aspects; System of sovereign states; Anti-imperialism; Principal aims of imperialism in the 1980s.

1280L

[THE ORIGINS OF THE FIRST WORLD WAR.](#)

(<http://modulecreator.com/ModuleCreator/#page=login&moduleId=3394&scrollTo=articles>)

History Review (Mar2011)Mulligan, William

In this article, the author investigates the causes of World War One and presents a reinterpretation of the July Crisis, a diplomatic crisis faced by major European powers following the assassination of Austrian Archduke Franz Ferdinand. The author provides information on pre-war alliances, such as the German and Austrian Dual Alliance. The impacts of European imperialism and arms races on the outbreak of war are also explained.

1290L

Uploaded Files

[authors-purpose-lesson.ppt](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/3394/1071449714_Jun_13_2013_135124469.ppt)

[authors-purpose-worksheet.rtf](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/3394/1541992240_Jun_13_2013_13513676.rtf)

[authors-purpose-worksheet-2.rtf](#)

 [TRAAP- Source Credibility resource.docx](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/3394/535241060_Jun_13_2013_150703544.docx)

 [Imperialism Writing Matrix 2013.doc](#)

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/3394/1796820659_Jun_13_2013_151025113.doc)

Keywords

 Imperialism

 Colonialism

*Links**

* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

Other Resources

 The America's: Reconstruction to the 21st Century
Text

 The Rough Riders
Teddy Roosevelt

 Primary Source Newspaper Front Page
Sinking of the Maine

 In Favor of Imperialism
Primary Source

 Building the panama Canal
Text book reading

 Hawaii
Excerpt from James Michener's hawaii

 Editor, Editor
History Alive song about the sinking of the Maine

 U.S. Foreign Police on China, Cuba, Hawaii, Mexica, Panama, and Puerto Rico
History Alive cooperative learning activity

Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Attempts to present information relevant to prompt.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. *L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question.
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.
Meets Expectations	
Focus	Addresses prompt with a focused response.
Reading/Research	Presents and applies relevant information with general accuracy.
Controlling Idea	Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources.
Development	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. *L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question.
Organization	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task

What was the impact on countries influenced by U.S. imperialism? After reading secondary and primary sources on U.S. imperialism, write an essay that argues the cause(s) of imperialism and explains the effect(s) of imperialistic actions on a given country. What conclusions about U.S. presence in this given country can you draw? Support your discussion with evidence from the text(s).

Exemplar Work

Uploaded Files

[Advanced sample 1.pdf](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/3394/79411933_May_02_2014_110256291.pdf)

Sample student response

[Advanced sample 2.pdf](#) (Advanced)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/3394/80335454_May_02_2014_110257442.pdf)

Sample student response

[Meets expectations sample 1.pdf](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/3394/192052564_May_02_2014_110546235.pdf)

Sample student response

[Meets expectations sample 2.pdf](#) (Meets Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/3394/192976085_May_02_2014_110600211.pdf)

Sample student response

[Approaches exp. sample 1.pdf](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/3394/1265311068_May_02_2014_110616751.pdf)

Sample student response

[Approaches Exp. sample 2.pdf](#) (Approaches Expectations)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/3394/1620624891_May_02_2014_110644521.pdf)

Sample student response

[Not Yet sample 1.pdf](#) (Not Yet)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/3394/1685037084_May_02_2014_110724548.pdf)

Sample student response

[Not Yet sample 2.pdf](#) (Not Yet)

(http://literacybytechnology.s3.amazonaws.com/worksampleuploads/3394/1684113563_May_02_2014_110733345.pdf)

Sample student response

Comments

Author Notes

Other Comments