

A Proposal for a Community Organization **BELOW LEVEL 1**

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at “below level 1”. (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at “below level 1”. Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- fails to identify a genuine societal problem or need;
- identifies a societal problem or need, but demonstrates little or no understanding of it;
- identifies a problem or need, but does not adequately describe it;
- describes the problem or need using irrelevant or misleading information;
- fails to link the problem or need with any specific target group;
- identifies a problem that is unlikely to be of any concern to the identified target group;
- identifies more than one target group and does not focus on any one in particular;
- focuses on a problem that has little chance of being addressed at a local level;
- provides an incomplete or vague description of the proposed community organization;
- omits any reference to the goals of the organization;
- does not clearly indicate how the organization might operate.

Thinking/Inquiry

The student:

- describes a problem or need, but does not discuss the forces that contributed to its development;
- does not assess the problem or need from an anthropological perspective;
- does not assess the problem or need from a psychological perspective;
- does not assess the problem or need from a sociological perspective;
- misinterprets the perspectives offered by one or more of the social sciences;
- confuses the perspectives of the different social sciences;
- provides irrelevant information;
- provides unreliable or unsubstantiated information.

Communication

The student:

- fails to justify the formation of the proposed new organization;
- provides insufficient detail to justify the formation of the proposed organization;
- justifies the formation of the organization with invalid or unreasonable arguments;
- uses social science terminology inappropriately (e.g., out of context);
- uses social science terminology inaccurately;
- does not use social science terminology consistently.

Application

The student:

- fails to make any predictions about the impact of the proposed new organization on the community;
- makes predictions that are highly unrealistic;
- makes predictions that are not linked with the identified problem or need.

Comments

The student does not understand the requirements of the task. The lack of an appropriately defined target group and problem or need prevents the student from developing a clear and supported proposal.

Next Steps

In order to improve his or her performance, the student needs to:

- review the requirements of the task and the criteria listed in the task rubric;
- focus on a clearly identified problem or need within a clearly defined target group;
- conduct more in-depth research to assess the forces that may have contributed to the development of the identified problem or need;
- organize points and ideas carefully before beginning written work;
- proofread and edit work carefully.