

WHAT CHANGED?

Assessment and reflection book

Five new unit scenarios test whether the evidence habits transfer. Educator keys are collected after all student assessments.

Reusable student and educator materials for The Block

The Why Files · Case Notes · The Receipts · Save This · Make It · What Changed? · Behind the Case

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Student assessment pages

These are new situations. Read the source set before you answer. The task is to use the evidence habits in a different context, not to remember the wording from a lesson.

All source sets are fictional NPW practice documents. You may write, type, dictate, or use an annotated diagram when the assigned format is not itself the skill being assessed.

The educator answer key begins after all five student assessments. Keep that section separate when distributing student copies.

Unit 1 / Before you run with it

Essential question: How do you know enough to share, judge, or decide?

The field trip screenshot

New transfer scenario. Read the source set before answering. Do not assume that a familiar word such as “policy,” “law,” “ban,” “scholarship,” or “petition” tells you who has authority or what happened.

Source set

SOURCE A - Group-chat screenshot

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. A cropped screenshot says: “Afternoon buses unavailable Friday ...” A student adds, “museum trip is canceled.”

What it establishes: Shows that someone saw a line about unavailable buses and inferred cancellation.

What it cannot establish: Does not show the rest of the notice or whether another bus plan exists.

SOURCE B - Full transportation notice

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document, issued by the district transportation office. “Afternoon activity buses are unavailable Friday. Regular routes and pre-booked field-trip buses are not affected.”

What it establishes: Shows the affected service and explicitly says pre-booked field-trip buses are not affected.

What it cannot establish: Does not confirm whether this specific museum trip has a booked bus.

SOURCE C - Teacher message

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document, sent Thursday 4:05 p.m. “Museum trip remains scheduled. Meet in the gym at 8:10 a.m. Bus reservation 2481 is confirmed.”

What it establishes: Confirms this specific trip and gives a meeting time/location.

What it cannot establish: Does not explain why activity buses are unavailable.

Part A - Check

1. Which statement is best supported by Source A alone?
 - A. The museum trip is canceled.
 - B. A message says some afternoon buses are unavailable.
 - C. All district transportation is canceled.
 - D. The teacher changed the departure time.
2. Which source is closest to the original transportation rule/change?
 - A. Source A
 - B. Source B
 - C. Source C
 - D. All are equally direct.
3. What does Source C add that Source B cannot establish?
 - A. The meaning of “activity bus.”
 - B. Whether this specific museum trip remains scheduled.
 - C. Whether the district has buses.
 - D. Who wrote the screenshot.
4. “The trip is canceled” is best described as...
 - A. a fact established by all three sources
 - B. an inference made before the original was checked
 - C. a district regulation
 - D. a transportation contract
5. Which update is most accurate?
 - A. “Trip canceled. Do not come.”
 - B. “Ignore every screenshot. They are fake.”
 - C. “The museum trip is still scheduled. The district notice says pre-booked field-trip buses are not affected, and our teacher confirmed bus 2481.”
 - D. “Probably still on, I guess.”

Part B - Explain

In 4-6 sentences, explain why the screenshot was not enough to cancel plans. Use at least two sources and name one thing the documents still do not tell you.

Part C - Use it

Write a 60-90 word message for families who saw the screenshot. It must say what changed, what did not change, what source you checked, and what families should do next if they need arrival information.

What changed?

What was your first interpretation? Which receipt changed or strengthened it? What question would you investigate next?

Unit 2 / Read the fine print

Essential question: What does the paper actually say?

The school dance accessibility post

New transfer scenario. Read the source set before answering. Do not assume that a familiar word such as “policy,” “law,” “ban,” “scholarship,” or “petition” tells you who has authority or what happened.

Source set

SOURCE A - Event flyer

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Spring Dance, Friday 6-9 p.m., gym. Tickets \$5. Enter through Door 3.”

What it establishes: Shows date, time, location, price, and the advertised entrance.

What it cannot establish: Does not establish whether Door 3 or the full event is accessible.

SOURCE B - Building access map

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document, issued by facilities. “Step-free entrance: Door 1. Elevator to gym level available until 9:30 p.m. Door 3 has six stairs.”

What it establishes: Identifies the step-free entrance and elevator schedule.

What it cannot establish: Does not say whether event staff will keep Door 1 unlocked or how to request other access.

SOURCE C - Activities-office reply

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Door 1 will be staffed 5:45-9:15 p.m. Students may request seating or communication access through the activities office; do not send medical documentation to student volunteers.”

What it establishes: Confirms Door 1 staffing and an access-request route.

What it cannot establish: Does not describe every possible accommodation or guarantee an individual request.

Part A - Check

1. What is wrong with relying on the flyer alone?
 - A. Nothing; a flyer is always the final authority.
 - B. It gives an entrance but does not establish accessibility.
 - C. It is illegal to use flyers.
 - D. It does not list the DJ.
2. Which entrance is step-free according to the documents?
 - A. Door 1
 - B. Door 2
 - C. Door 3
 - D. The documents do not say.
3. Who should receive an accommodation request in this scenario?
 - A. Any student volunteer
 - B. The activities office
 - C. The DJ
 - D. A friend in the group chat
4. Which statement goes beyond the evidence?
 - A. Door 3 has stairs.
 - B. Door 1 will be staffed.
 - C. Every possible access need is fully solved.
 - D. The elevator runs until 9:30 p.m.
5. What privacy habit does Source C support?
 - A. Post medical records in the group chat.
 - B. Share only what the responsible office needs; do not send records to student volunteers.
 - C. Never ask for access.
 - D. Ask a friend to decide for you.

Part B - Explain

Explain the difference between “the event has an entrance” and “the event is accessible.” Use Sources A-C and name one question a student might still need to ask.

Part C - Use it

Create a corrected “Getting in” box for the dance flyer. Include the step-free entrance, staffing time, elevator time, and the office to contact for access questions. Do not ask students to disclose a diagnosis publicly.

What changed?

What was your first interpretation? Which receipt changed or strengthened it? What question would you investigate next?

Unit 3 / Find who's responsible

Essential question: Who has authority here, and how do you know?

“The state banned phones”

New transfer scenario. Read the source set before answering. Do not assume that a familiar word such as “policy,” “law,” “ban,” “scholarship,” or “petition” tells you who has authority or what happened.

Source set

SOURCE A - Student post

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “The STATE banned phones. Teachers can take yours for the whole year now.”

What it establishes: Shows a circulating claim.

What it cannot establish: Does not identify a law, policy, date, or enforcement rule.

SOURCE B - District handbook update

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document, district-issued. “Beginning October 1, phones must remain silenced and stored during instructional periods. Repeated violations follow the existing progressive-discipline process. Devices are returned according to school procedure.”

What it establishes: Shows the district rule and start date.

What it cannot establish: Does not show whether state law required the district to adopt it.

SOURCE C - State education department FAQ

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “State law requires districts to publish a student-device policy. Districts determine the specific storage and enforcement procedures within the law.”

What it establishes: Shows the state requirement and that districts set specific procedures.

What it cannot establish: Does not tell you the exact procedure at this student’s school.

Part A - Check

1. Which statement is most precise?
 - A. State law sets every confiscation length.
 - B. The state requires a district policy; the district sets specific procedures.
 - C. Teachers can keep any device forever.
 - D. There is no state role.
2. What kind of rule is Source B?
 - A. District policy/handbook rule
 - B. Federal statute
 - C. Private contract
 - D. Personal preference
3. Who can clarify the school's device-return procedure?
 - A. A random creator
 - B. The school/district office responsible for the procedure
 - C. The state governor personally
 - D. A classmate
4. What can Source A establish?
 - A. That a claim is circulating
 - B. That the claim is legally correct
 - C. That the state wrote the handbook
 - D. That the school changed every discipline rule
5. What should you find next if your phone was taken?
 - A. The school's device-return procedure and any notice you received
 - B. A viral video from another state
 - C. A petition before reading the rule
 - D. Nothing; all phone rules are identical

Part B - Explain

In 4-6 sentences, separate the state's role from the district's role. Use Source B and Source C. Then name one fact you would need before explaining a specific confiscation.

Part C - Use it

Build a "Who decides?" mini-map with three boxes: state, district, school. Put one responsibility in each box using the sources. Add a fourth box labeled "still need to check" for the local return procedure.

What changed?

What was your first interpretation? Which receipt changed or strengthened it? What question would you investigate next?

Unit 4 / Put it to the test

Essential question: What counts as enough evidence for this claim?

The checkout total changed

New transfer scenario. Read the source set before answering. Do not assume that a familiar word such as “policy,” “law,” “ban,” “scholarship,” or “petition” tells you who has authority or what happened.

Source set

SOURCE A - Shelf tag

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Sparkling water: \$1.50.”

What it establishes: Shows the listed item price.

What it cannot establish: Does not show tax, deposit, quantity, or other checkout charges.

SOURCE B - Receipt

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. Item \$1.50; bottle deposit \$0.05; local sales tax \$0.12; total \$1.67.

What it establishes: Shows the components of this purchase total.

What it cannot establish: Does not explain the legal basis for each charge.

SOURCE C - Store sign

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Prices on shelf tags do not include tax. Beverage containers include a refundable deposit where required.”

What it establishes: Explains the store’s pricing display and that a deposit may be refundable.

What it cannot establish: Does not prove the specific tax/deposit rate without another official source.

Part A - Check

1. Which source answers “Why is the total \$1.67?” most directly?

- A. Source A only
- B. Source B
- C. Source C only
- D. None

2. Which amount is the listed item price?

- A. \$0.05
- B. \$0.12
- C. \$1.50
- D. \$1.67

3. Which claim is too broad?

- A. This receipt includes a deposit.
- B. This purchase includes tax.
- C. Every store everywhere uses the same tax and deposit rules.
- D. The shelf tag excludes tax.

4. If you want to know whether the deposit is required locally, what source would you check next?

- A. An official state/local container-deposit source
- B. A friend's memory
- C. An unrelated receipt
- D. A movie review

5. "The store secretly raised the price" is...

- A. fully established
- B. an inference contradicted by the itemized receipt
- C. a law
- D. a refund policy

Part B - Explain

Explain the difference between sticker/shelf price and final total in this scenario. Identify what the receipt proves and one thing it does not prove.

Part C - Use it

Make a one-screen “Read the total” explainer using the four numbers in Source B. Label item price, deposit, tax, and final total. Add one line telling readers where to check whether a tax/deposit rule applies in their location.

What changed?

What was your first interpretation? Which receipt changed or strengthened it? What question would you investigate next?

Unit 5 / Take it public

Essential question: How do you take a question public so people can trust it and act on it?

The basketball-court lights

New transfer scenario. Read the source set before answering. Do not assume that a familiar word such as “policy,” “law,” “ban,” “scholarship,” or “petition” tells you who has authority or what happened.

Source set

SOURCE A - Petition screenshot

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Keep the courts open! 412 signatures.”

What it establishes: Shows that a petition gathered 412 signatures for a general request.

What it cannot establish: Does not itself change park hours or show the exact proposal before the decision-maker.

SOURCE B - Parks advisory agenda

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. Item 6: “Pilot proposal: lights off at 9 p.m. instead of 10 p.m. for 60 days. Advisory vote; parks director makes final administrative decision.”

What it establishes: Shows the specific proposal, pilot length, and decision chain.

What it cannot establish: Does not show how the advisory group will vote or what the director will decide.

SOURCE C - Public-comment instructions

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Speakers: 2 minutes. Sign up by 5 p.m. Written comments accepted through noon the next day.”

What it establishes: Shows participation routes and deadlines.

What it cannot establish: Does not guarantee that a comment changes the decision.

Part A - Check

1. What does the petition do?
 - A. Automatically sets park hours
 - B. Shows support for a request
 - C. Overrides the parks director
 - D. Functions as a law
2. Who makes the final decision in Source B?
 - A. Every petition signer
 - B. The advisory group
 - C. The parks director
 - D. The school principal
3. What is the exact proposal?
 - A. Close the whole park forever
 - B. Lights off one hour earlier for a 60-day pilot
 - C. Ban basketball
 - D. Remove every court light
4. Which opening fits the public-comment setting best?
 - A. "You all hate young people."
 - B. "I am commenting on Item 6, the 60-day proposal to turn court lights off at 9 p.m."
 - C. "Everyone agrees with me."
 - D. "My petition already won."
5. What can Source C establish?
 - A. That public comment is guaranteed to win
 - B. How and when people may comment
 - C. How the director will decide
 - D. That 412 people live nearby

Part B - Explain

Explain the difference among petition, advisory vote, and final administrative decision in this scenario.

Part C - Use it

Write a two-minute-comment outline: 1) name Item 6; 2) give one observation or piece of evidence; 3) make one request within the parks director's authority; 4) name one uncertainty or tradeoff you would want the pilot to measure.

What changed?

What was your first interpretation? Which receipt changed or strengthened it? What question would you investigate next?

Educator answer key

EDUCATOR USE / KEEP SEPARATE FROM STUDENT COPIES

Use the keys to evaluate source use and scope. Equivalent answers can earn full credit. The learner's opinion of the institution or policy is not part of the score.

Four things to look for

Score each area from 0 to 3. A score of 0 means missing or unsupported work; 1 means partial or imprecise; 2 means accurate with a gap; 3 means accurate, supported, and clear. Use the case-specific model as an example, not a required script.

Accuracy and scope

The response matches the records and marks what remains unknown.

Evidence

The learner connects a claim to an appropriate receipt and explains why that receipt helps.

Authority and next step

The response identifies the actor who can clarify or decide the question and suggests an action within that actor's role.

Communication and revision

The product fits its audience, is understandable in the chosen format, and revises an earlier interpretation with a reason.

Key / Unit 1 Before you run with it

1. Correct answer: B. Source A only supports the narrower claim that a message mentions some unavailable afternoon buses.
2. Correct answer: B. Source B is issued by the office responsible for the transportation notice.
3. Correct answer: B. Source C is specific to the trip and confirms its reservation.
4. Correct answer: B. The screenshot led to an inference that the fuller sources contradict.
5. Correct answer: C. It states what the strongest sources establish and names them.

Strong constructed/performance response: Strong responses distinguish activity buses from pre-booked field-trip buses, use Source B for the general transportation change and Source C for the specific trip, and avoid calling the screenshot “fake.” Full-credit performance messages give the confirmed meeting time/location and a neutral contact/next-step option.

Score Part B and Part C with the master analytic rubric. Do not award or remove points for a learner’s political, institutional, or personal preference. Score the quality of source use, reasoning, authority/process understanding, scope, and communication.

Key / Unit 2 Read the fine print

1. Correct answer: B. The flyer has logistical information, but the facilities map is the stronger source for physical access.
2. Correct answer: A. Source B says Door 1 is step-free.
3. Correct answer: B. Source C names the activities office.
4. Correct answer: C. The documents provide some access details but do not establish that every need is solved.
5. Correct answer: B. The source directs access requests to the responsible office and warns against unnecessary sharing.

Strong constructed/performance response: Full-credit responses identify Source B as the physical-access map and Source C as the event-specific implementation source. They avoid claiming that one ramp or entrance automatically makes every part of an event accessible.

Score Part B and Part C with the master analytic rubric. Do not award or remove points for a learner's political, institutional, or personal preference. Score the quality of source use, reasoning, authority/process understanding, scope, and communication.

Key / Unit 3 Find who's responsible

1. Correct answer: B. Source C separates the state requirement from district implementation.
2. Correct answer: A. It is a district-issued rule.
3. Correct answer: B. The local implementation procedure belongs to the school/district.
4. Correct answer: A. A social post can establish what someone said, not whether it is accurate.
5. Correct answer: A. The next useful source is the local procedure that applies to the specific situation.

Strong constructed/performance response: Strong responses do not flatten “state law” and “district policy” into the same thing. They identify Source C as the general state-level requirement and Source B as the district’s specific rule.

Score Part B and Part C with the master analytic rubric. Do not award or remove points for a learner’s political, institutional, or personal preference. Score the quality of source use, reasoning, authority/process understanding, scope, and communication.

Key / Unit 4 Put it to the test

1. Correct answer: B. The receipt breaks the total into its components.
2. Correct answer: C. Source A and Source B both list \$1.50 as the item price.
3. Correct answer: C. The sources describe this store/purchase and do not establish universal rules.
4. Correct answer: A. The legal requirement should be checked with the relevant official source.
5. Correct answer: B. The receipt shows separate charges rather than a hidden change to the item price.

Strong constructed/performance response: Strong responses use the receipt as the best source for what happened in the transaction and avoid turning one store's sign into a universal statement about all jurisdictions.

Score Part B and Part C with the master analytic rubric. Do not award or remove points for a learner's political, institutional, or personal preference. Score the quality of source use, reasoning, authority/process understanding, scope, and communication.

Key / Unit 5 Take it public

1. Correct answer: B. A petition is evidence of expressed support; it is not itself the decision.
2. Correct answer: C. Source B names the parks director.
3. Correct answer: B. The agenda narrows the proposal.
4. Correct answer: B. It names the item and proposal accurately.
5. Correct answer: B. It is a participation rule, not an outcome guarantee.

Strong constructed/performance response: Full-credit work keeps participation and authority separate, accurately names the 60-day pilot, and makes a request rather than claiming the petition already decided the issue.

Score Part B and Part C with the master analytic rubric. Do not award or remove points for a learner's political, institutional, or personal preference. Score the quality of source use, reasoning, authority/process understanding, scope, and communication.