**David Puglia Revised Assessment Instrument**

**Learning Objectives:**

1) Evaluate an author’s use of statistical reasoning in an argument as either appropriate or inappropriate.

2) Interpret statistics in the development of a thesis statement.

3) Correctly and clearly write about numbers, percentages, and rates.

**Paragraph to Read:**

On August 24, 2016, as the Republican Party presidential nominee, Donald Trump said “Hispanic citizens have been suffering under this president [Barack Obama]. Since President Obama came into office [in 2009], another 2 million Hispanics have joined the ranks of those in poverty. Two million have joined the ranks of poverty, not of wealth. I want you to join the ranks of people that are making phenomenal livings. The number of Hispanic children living in poverty increased by 15 percent in that short period of time.”

Using data from the U.S. Census Bureau, answer the following questions.

<https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-people.html>

**Questions:**

1) Based on U.S. Census Bureau data, is the speaker’s claim appropriate based on the data? What specific data from the Census might be used to support or dispute Trump’s claim?

2) In a sentence or two, based on the U.S. Census Bureau data, how would you describe the changes in poverty in the U.S. Hispanic population since 2010?

3) Is your conclusion different than the speakers? If so, explain why your arguments diverge despite drawing from the same data. Be sure to specify the data you used for your conclusion.

**Rubric:**

1)

2 points The student identifies Trump’s claim as inappropriate and presents U.S. Census data supporting this position.

1 point The student identifies Trump’s claim as inappropriate but does not present U.S. census data supporting this position.

0 points The student writes that Trump’s claim is appropriate.

2)

2 points The student writes that poverty in the U.S. Hispanic population has decreased since 2010 and presents U.S. Census data supporting this position.

1 point – The student writes that poverty in the U.S. Hispanic population has decreased since 2010.

0 points The student writes that poverty in the U.S. Hispanic population have increased since 2010.

3)

2 points The student explains that the data can be manipulated for largely different outcomes by beginning in 2008 (election year), 2009 (inauguration year), or 2010; or the student explains that the data can be manipulated by using raw numbers of people in poverty rather than poverty rates.

1 point The student explains that the data can be manipulated but is unable to explain specifically how this data set could be manipulated to make this specific claim.

0 points The student is not able to determine how the U.S. Census data could lead to divergent conclusions.