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Sample Student Responses and Scoring Commentary

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The Response…				
Score of 1 **Report on Existing Knowledge**	**Score of 2** **Report on Existing Knowledge with Simplistic Use of a Research Method**	**Score of 3** **Ineffectual Argument for a New Understanding**	**Score of 4** **Well-Supported, Articulate Argument Conveying a New Understanding**	**Score of 5** **Rich Analysis of a New Understanding Addressing a Gap in the Research Base**
Presents an overly broad topic of inquiry.	Presents a topic of inquiry with narrowing scope or focus, that is NOT carried through either in the method or in the overall line of reasoning.	Carries the focus or scope of a topic of inquiry through the method **AND** overall line of reasoning, even though the focus or scope might still be narrowing.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.	Focuses a topic of inquiry with clear and narrow parameters, which are addressed through the method and the conclusion.
Situates a topic of inquiry within a single perspective derived from scholarly works **OR** through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within a single perspective derived from scholarly works **OR** through a variety of perspectives derived from mostly non-scholarly works.	Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives **AND** logically explains how the topic of inquiry addresses a gap.	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives **AND** logically explains how the topic of inquiry addresses a gap.
Describes a search and report process.	Describes a nonreplicable research method **OR** provides an oversimplified description of a method, with questionable alignment to the purpose of the inquiry.	Describes a reasonably replicable research method, with questionable alignment to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.	Logically defends the alignment of a detailed, replicable research method to the purpose of the inquiry.
Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Summarizes or reports existing knowledge in the field of understanding pertaining to the topic of inquiry.	Conveys a new understanding or conclusion, with an underdeveloped line of reasoning **OR** insufficient evidence.	Supports a new understanding or conclusion through a logically organized line of reasoning **AND** sufficient evidence. The limitations and/or implications, if present, of the new understanding or conclusion are oversimplified.	Justifies a new understanding or conclusion through a logical progression of inquiry choices, sufficient evidence, explanation of the limitations of the conclusion, and an explanation of the implications to the community of practice.
Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Generally communicates the student's ideas, although errors in grammar, discipline-specific style, and organization distract or confuse the reader.	Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Competently communicates the student's ideas, although there may be some errors in grammar, discipline-specific style, and organization.	Enhances the communication of the student's ideas through organization, use of design elements, conventions of grammar, style, mechanics, and word precision, with few to no errors.
Cites **AND/OR** attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites **AND/OR** attributes sources (in bibliography/ works cited and/or in-text), with multiple errors and/or an inconsistent use of a discipline-specific style.	Cites **AND** attributes sources, using a discipline-specific style (in both bibliography/works cited **AND** in-text), with few errors or inconsistencies.	Cites **AND** attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited **AND** in-text), with few to no errors.	Cites **AND** attributes sources, with a consistent use of an appropriate discipline-specific style (in both bibliography/works cited **AND** in-text), with few to no errors.

Academic Paper

Overview

This performance task was intended to assess students' ability to conduct scholarly and responsible research and articulate an evidence-based argument that clearly communicates the conclusion, solution, or answer to their stated research question. More specifically, this performance task was intended to assess students' ability to:

- Generate a focused research question that is situated within or connected to a larger scholarly context or community;

- Explore relationships between and among multiple works representing multiple perspectives within the scholarly literature related to the topic of inquiry;

- Articulate what approach, method, or process they have chosen to use to address their research question, why they have chosen that approach to answering their question, and how they employed it;

- Develop and present their own argument, conclusion, or new understanding while acknowledging its limitations and discussing implications;

- Support their conclusion through the compilation, use, and synthesis of relevant and significant evidence generated by their research;

- Use organizational and design elements to effectively convey the paper's message;

- Consistently and accurately cite, attribute, and integrate the knowledge and work of others, while distinguishing between the student's voice and that of others;

- Generate a paper in which word choice and syntax enhance communication by adhering to established conventions of grammar, usage, and mechanics.

My Hero Academia: Unique Quirks

Word Count: 3,000

Introduction

My topic is about quirks, which is Japan's "fancy" way of saying superpowers in the world of My Hero Academia. This research study examines some unique quirks. "Izuku Midoriya (also known as Deku) is a boy born without superpowers in a world where they have become commonplace, who still dreams of becoming a superhero himself. He was getting bullied by Katsuki Bakugou, who is rude to him because he doesn't have a quirk, and believes that he is better than him. Deku is a very timid, reserved, and polite boy. Deku is initially portrayed as insecure, tearful, vulnerable, and non-expressive. He meets his favorite hero, All Might, who decides to transfer his power to him. The name of that power is One For All, which is a transferable quirk that can be passed on from one user to the other. Its name comes from its nature; being one "Quirk" for all people. For the quirk to be transferred, the recipient must ingest a sample of the predecessor's DNA, which can be a piece of hair or a drop of blood" (Wikipedia, 2014). In the world of "My Hero Academia," 80% of the population are born with quirks, while the other 20% are born completely normal. "Quirk users are also limited to only developing one ability and are thus unable to achieve any other through natural means. A Quirk is a special, superhuman ability an individual can possess. They are inherited genetically and typically manifest in children by the age of four, at the latest. Children will either manifest one of their parent's Quirks or if the two are compatible, a new composite Quirk formed by the fusion of the two¨ (Wikipedia, 2014). ¨Quirks are generally unique to their user and are classified in these categories; Emitter, Transformation, and Mutant¨ (AminoApps, 2018). I chose to do this topic because I'm a fan of My Hero Academia, and a lot of the characters have interesting quirks.

My research question is: what makes quirks unique in the world of My Hero Academia? My research question is an exploration type, whose objective is to learn more about a topic by forming an opinion with adequate evidence. By exploring my research question, I hope to accomplish finding the true meaning of unique quirks. Quirks are considered powerful by the abilities and conditions that they and their users have. Their quirks can either be useful or useless. I hypothesize that the users are the thing that makes quirks unique. It depends on whether they use them for good or evil. The most important thing that I will focus on, is looking for more two method sources of historical research and content analysis. Another thing that I will focus on is my data collection, which has both qualitative and quantitative data.

Literature Review

Alexandra Moroca talks about the 10 most unique hero quirks, as well as analyzes how individuality is defined by the quirks each person can use. ``For good or ill, the progress of quirks and their evolution through genetics has led to colorful characters. Some of the abilities they wield are similar to superpowers comic books fans may have encountered before. Others are far more surprising and unusual¨ (Moroca, 2021). Moroca chooses the best pro heroes to talk about. Moroca also explains how My Hero Academia has characters with quirks that share some similarities with Marvel and DC. ¨On occasion, it's a deliberate choice, a homage the creator chooses to make to characters that have made comic book history¨ (Moroca, 2021). Kohei Horikoshi (the creator of My Hero Academia) must have been inspired by Marvel and DC, when coming up with the abilities for the characters. Courtney Osteen talks about the 10 most unique villain quirks, as well as analyzes how villains are people who turn away from the rest of society and hero-worship culture. ¨But some of the weirdest and most grotesque quirks belong to

villains¨ (Osteen, 2021). Osteen chooses the best villains to talk about. Daniel Kurland talks about the 10 most useless quirks of Class 1-A. ¨Not every Quirk that the members of Class 1-A use in My Hero Academia are all that useful. In fact, some are downright useless¨ (Kurland, 2021). Kurland chooses 10 people of Class 1-A to talk about. Rei Penber talks about 10 things that nobody knew about quirks. ¨Although Quirks have been seen at use right from the very first episode of *My Hero Academia*, there are some things about them that are hard to understand¨ (Penber, 2019). Penber is one of those people who does deep analysis on anime. David Zimmerman talks about the 10 weakest students in Class 1-A. ¨Some of its students are not nearly as promising. Whether they possess lacking quirks or just fall short in contrast to their allies, they, nonetheless, do not measure up¨ (Zimmerman, 2020). Zimmerman chooses 10 people of Class 1-A to talk about. A key perspective related to unique quirks would be ¨10 Quirks That Should Be Forbidden" by Daniel Kurland. ``Some quirks are too dangerous to be allowed in human society, and not all of them are destructive powers¨ (Kurland, 2021). Kurland is expressing his opinion of how there are certain quirks that shouldn't even be real. Another key perspective would be "10 Quirks We Wish We Had In Everyday Life" by Myan Mercado. ¨While some talents are relatively useless, some are so handy it's a shame that they don't exist in the real world¨ (Mercado, 2019). Mercado is expressing his opinion of how quirks aren't real. These authors used their imaginations to create these sources. The connection between these studies is that they all talk about quirks, and how they are unique. They also provide examples about the characters that own those quirks.

This essay will look at the things that make quirks unique in the world of My Hero Academia. The area of inquiry would be the sources that are used to support the topic. This

would be considered a gap because I can't use the sources to make a definitive claim, which is to come up with a final answer or solution. The connection to past studies would be that most of the sources are considered as historical research and content analysis. The purpose of historical research is to reach conclusions about past people or events. The purpose of content analysis is to determine the presence of certain words and themes given in qualitative data. It is important to close this gap because the topic needs to have sources that can possibly answer the research question. An implication would be to look for sources that are strong enough to help answer the research question.

Methods

The goal of the study is to answer the research question: what makes quirks unique in the world of My Hero Academia? The approach that I took was mixed, which is both quantitative and qualitative research. The methodologies that I used were content analysis and historical research. These were the best methods because they would help to explore my research question. "Karma in Comics: Discovering Hidden Superpowers Through Creating" by Tonia A. Dousay, is a study that addresses the use of comic books. ¨Thus, effective and full use of comics in the classroom eludes the majority of teachers. Some teachers have used comics to facilitate language acquisition or other literacy education¨ (Dousay, 42). Dousay conveys that comics are not only used for fun, but also for education. This source was conducted as historical research. "Images and Issues of Superpowers" by Normah Mustaffa and Chang Peng Kee, is a study that addresses the use of superpowers in comic books. ¨Neutralization does not mean an attempt to exclude the superpowers from Southeast Asia, but rather to limit their activities and presence to non-military spheres. In other words, neutralization is a safeguard against the rise of any superpower to a

hegemonic position in this region¨ (Mustafa and Peng Kee, 3). Mustafa and Peng Kee convey that there have been influences of superpowers all over nations for decades. This source was conducted as content analysis. First, I started collecting historical research and content analysis that would support my research question. Second, I chose two articles that seem strong enough to support my hypothesis. ``My Hero Academia: 10 Most Unique Hero Quirks¨; and ``My Hero Academia: 10 Quirks That Have Comic Book Counterparts¨ are both articles by Alexandra Moroca. Third, I chose one quote from each article that would be strong enough to support my topic. ¨In the world of popular anime *My Hero Academia*, individuality is defined by the quirks each person can use. It's not always a good thing, as not all men are created equal¨ (Moroca, 2021). ¨On occasion, it's a deliberate choice, a homage the creator chooses to make to characters that have made comic book history¨ (Moroca, 2021). The data is online sources/articles that support my topic, which were collected in a source tracker. Although the historical research and content analysis was achieved, the method was limited because the sources that I used are not able to be used to make definitive claims.

Results

I analyzed what makes quirks unique by looking at these sources: "My Hero Academia: 10 Quirks That Have Comic Book Counterparts" by Alexandra Moroca; and ``My Hero Academia: The 4 Types of Quirks Explained¨ by Carlyle Edmundson. The owners of these quirks are the thing that makes them unique.

Sub Question 1 - What are quirks in My Hero Academia?

A Quirk is a special, superhuman ability an individual can possess. Quirks are generally unique to their user, and are classified into multiple categories. The 4 types of quirks are mutant, transformation, emitter, and ¨other.¨ ¨In order to be an emitter quirk, the user must be able to activate or deactivate their ability. If a quirk controls, projects, or manipulates something on command, it falls into this category¨ (Edmundson, 2021). ¨Unlike emitter-type quirks, mutant quirks are always active in some capacity, and thus are immune to abilities that might disrupt their function. They can still have some type of manual activation, but are ultimately defined by their permanent change to the user's body. As the name implies, a person with a transformation quirk is able to change their own body in some capacity, either as an uncontrollable response to an event or at will. Of course, no classification system is ever perfect, so there will always be some abilities that don't fit neatly into one of the aforementioned categories. These "other" quirk types may have some qualities of multiple categories or be far enough outside the norm as to not match up at all¨ (Edmundson, 2021).

Sub Question 2 - How are quirks compared to other superpowers?

Quirks are unique to people, while other powers are more common and widespread. ¨All Might and One For All remind comic fans of Superman: Many of All Might's costumes seem modeled after the DC hero. Superman's powers include more than All Might's super strength, and as it turns out, so does One for All¨ (Moroca, 2021). ¨Deku´s Danger Sense and Black Whip could be a nod to Spider-Man: The largest is perhaps the one between Danger Sense and Spider-Man's infamous Spider-Sense. Black Whip is an energy-related ability, but the form it shows up in is very similar to Peter's web-shooting¨ (Moroca, 2021). ¨All For One could be compared to Darkseid: DC's Darkseid is notable for his ability to fly, regenerate, emanate energy blasts, and

use dimensional travel. He is also telepathic and has the ability to absorb the power of others.

They're quite similar to All for One's trademark Quirk - the power to steal the Quirks of others -

as well as Quirks like Air Cannon, Longevity, or Warp¨ (Moroca, 2021). ¨The Human Torch is

very similar to Endeavor: Endeavor's pyrokinesis is a lot like Johnny's powers. Both can

manipulate fire and use it to fly, though Johnny's skills are a little more extreme. He can actually

turn his whole body into plasma, whereas Endeavor seems to just emit it" (Moroca, 2021).

Discussion & Conclusion

My research question is: what makes quirks unique in the world of My Hero Academia? I

have 2 key takeaways that I have learned from my study. My first key takeaway is; a quirk is a

special, superhuman ability an individual can possess. Quirks are generally unique to their user,

and are classified in multiple categories. My second key takeaway is; quirks are unique to

people, while other powers are more common and widespread. ¨In order to be an emitter quirk,

the user must be able to activate or deactivate their ability.¨ ¨The degree of transformation can

vary extensively; cause the body's traits to change without significantly altering their appearance¨

(Edmundson, 2021). These pieces of key evidence support my first key takeaway. ¨Black Whip

is an energy-related ability, but the form it shows up in is very similar to Peter's web-shooting.¨

¨Endeavor's pyrokinesis is a lot like Johnny's powers. Both can manipulate fire and use it to fly,

though Johnny's skills are a little more extreme¨ (Moroca, 2021). These pieces of key evidence

support my second key takeaway.

After doing some research on unique quirks, I came with an answer to my research

question. The thing that makes quirks unique are their users. It depends on whether they use their

quirks for good or evil. One thing that I noticed is that not every quirk is meant for fighting,

instead they can be used for doing normal things. Another thing I noticed was that there are a

number of quirks that are useless, and just not powerful. For me personally I know that not every

quirk is powerful, which also makes them unique.

       The limitations of my study are the sources that I used not being able to make definitive

claims. My presentation is about My Hero Academia, which is an anime. The implications of my

study are the quirks owners being the ones that make them unique. We can research some quirks

and look at their users. Then, we can determine how they use their quirks. Yes, it influences how

we write anime because most of them have very interesting characters with different powers and

personalities. Future researchers may want to do a survey, asking participants for their opinions

about what makes quirks unique.

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Academic Paper

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Sample: J
Score: 1

This paper earns a score of 1. It presents a topic of inquiry that is not carried through the entire paper. While the paper is attempting to narrow to the question of "what makes quirks unique in the world of My Hero Academia?" on page 3, the scope is still somewhat broad. The paper does mention a method of "historical research" and "content analysis" on pages 3 and 5, but the method is not described, and there is no evidence that this named method was actually used. On page 6, the paper describes a search and report. For example, the paper states, "First I started collecting historical research and content analysis that would support my research question." "Second, I chose two articles that seem strong enough to support my hypothesis." "Third, I chose one quote from each article that would be strong enough to support my topic." These three steps describe a search and report process. The paper does not present a new understanding. Rather, on page 7, the paper provides a direct quote from an article but does not provide any analysis, commentary, or how this quote informs a new understanding.

The paper does not earn a score of 2 because the topic is still broad. While the paper mentions two methods, these presented methods are not described.

The paper does not earn a score of 0 because it does present a topic of inquiry, even though the topic is broad in scope.