

A Comparison of Two Interest Groups – Scoring Sheet

Student Name: _____

Place a score (1-4) in each row corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations**College Ready (3):** Shows proficiency in all of the performance expectations**Approaching College Ready (2):** Meets only some of the performance expectations**Initiating College Ready (1):** Does not yet meet the performance expectations

KEY COGNITIVE SKILLS	Student's Self-Assessment	Instructor's Score
Intellectual Curiosity (engages in scholarly inquiry and dialogue; accepts constructive criticism and revises personal views when valid evidence warrants)		
Reasoning (constructs well-reasoned arguments; gathers evidence to support arguments)		
Problem Solving (analyzes the situation to identify the problem to be solved; develops and applies multiple strategies to solve a problem)		
Academic Behaviors (self-monitors learning needs and seeks assistance when needed; uses good study habits; strives for accuracy and precision; perseveres to complete and master tasks)		
Work Habits (works independently; works collaboratively)		
Academic Integrity (attributes ideas and info to sources; evaluates sources for quality of content, validity, credibility, relevance; understands and adheres to ethical codes of conduct)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (uses effective prereading strategies; identifies key information and supporting details; analyzes textual information critically; annotates, summarizes, paraphrases, and outlines text when appropriate; adapts reading strategies to text)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions; composes and revises drafts)		
Research Across the Curriculum (synthesizes and organizes information effectively; designs and presents an effective product; integrates source material)		
Technology (uses technology to gather information)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (explores the change and continuity of political ideologies, constitutions, political behavior, social groups, civic organizations, and institutions; demonstrates problem-solving and decision-making skills)		
Analysis, Synthesis, and Evaluation of Information (performs critical examinations of texts, images, and other sources of information; uses established research methods; reaches conclusions supported by evidence)		
Effective Communication (uses clear and coherent communication; attributes ideas and information to source materials)		

**See reverse for
comments.**

Score	College Readiness Level
46-52	Exceeding College Ready
39-45	College Ready
20-38	Approaching College Ready
0-19	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

A Comparison of Two Interest Groups – Scoring Guide

Note: The letters and numbers of the skills below refer to their designation in the College and Career Readiness Standards.

KEY COGNITIVE SKILLS

A. Intellectual Curiosity

1. Engage in scholarly inquiry and dialogue.

College Ready Description: Student identifies what he or she knows about interest groups and compares it with other students' knowledge.

Evidence for Scoring: Student contributes to class discussion and helps the group come to an accurate definition of interest groups, then checks that definition with a civics book or an online source.

2. Accept constructive criticism and revise personal views when valid evidence warrants.

College Ready Description: Student accepts constructive critiques of his or her rough draft and effectively incorporates valid and relevant suggestions raised in peer review.

Evidence for Scoring: Student revises the rough draft of his or her report based on peer suggestions about a better way to organize the comparison of the two interest groups the student has studied.

B. Reasoning

2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

College Ready Description: Student advances a definition of interest groups based on prior knowledge and information gleaned from class discussion.

Evidence for Scoring: Student generalizes that interest groups attempt to influence government policies by citing examples of lobbying efforts conducted by organizations as different as the AFL-CIO, the National Rifle Association, and Mothers Against Drunk Driving.

3. Gather evidence to support arguments, findings, or lines of reasoning.

College Ready Description: Student identifies appropriate sources for his or her research. Student uses appropriate methods to keep track of information gathered from source material. Student adequately evaluates evidence for quality and quantity.

Evidence for Scoring: Student locates the websites of the two interest groups he or she is studying as well as various government websites that are likely to provide insight into the nature of the groups' work. After gaining permission, student records a telephone conversation with a staff member at an interest group's office and transcribes the recording so that he or she can quote accurately from the call. Student recognizes that an interest group's website will positively express the group's point of view and seeks more thorough information about the group by gathering additional evidence from news reports and scholarly research.

C. Problem Solving

1. Analyze the situation to identify the problem to be solved.

College Ready Description: Student demonstrates adequate recognition of the scope of a complex topic. Student effectively breaks the complex task of comparing and evaluating two interest groups into smaller tasks that can be addressed separately, while maintaining a unified theme.

Evidence for Scoring: Student's report examines interest groups' missions, goals, and activities and then applies that knowledge to make recommendations for improvement of the groups' strategies. Student begins by looking at the interest groups' websites, then looks for more objective information, and finally looks at government websites to determine with whom the interest groups do or should work, all the while maintaining a focus on the overall tasks of comparing the two groups and making recommendations for them.

2. Develop and apply multiple strategies to solve a problem.

College Ready Description: Student uses an adequate range of appropriate methods and strategies to learn about two interest groups.

Evidence for Scoring: When student has questions that the groups' websites have not answered, he or she calls the groups on the phone to question staff members, and then calls his or her congressional representatives to learn more about the group's influence on politics.

D. Academic Behaviors

1. Self-monitor learning needs and seek assistance when needed.

College Ready Description: Student understands what in the process of research and report construction is confusing and needs clarification. Student then seeks out the appropriate resources to help clear up any uncertainties.

Evidence for Scoring: Student's report and research process are purposeful and on task, proving that expectations were understood and successfully met.

2. Use study habits necessary to manage academic pursuits and requirements.

College Ready Description: Student manages time effectively, completes tasks on time, uses the appropriate level of detail necessary for completing the task, and balances academic with nonacademic tasks successfully.

Evidence for Scoring: Student's final product is well-organized and carefully constructed, illustrating an effective allocation of time and energy.

3. Strive for accuracy and precision.

College Ready Description: Student gathers evidence and takes accurate and precise notes to learn about the two interest groups he or she is researching. Student employs relevant information and evidence accurately and precisely to support recommendations for two interest groups.

Evidence for Scoring: Student prints webpages that contain information he or she is likely to use in the final report and records and transcribes telephone conversations with members of interest groups. Student uses information about an interest group's goals and activities to support his or her recommendations for how the group can improve its efficacy.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a final project that reflects adequate understanding of two interest groups and meets all the requirements of the assignment.

Evidence for Scoring: Student's report thoroughly and accurately compares the goals and strategies of two interest groups and offers each group suggestions for improving its effectiveness.

E. Work Habits

1. Work independently.

College Ready Description: Student can plan a report, establish its parameters, and complete a task with minimal supervision, seeking assistance accordingly. Student also follows directions independently and completes assignments outside of class in a timely manner.

Evidence for Scoring: Student breaks down the varied tasks into manageable components and completes each phase successfully. Also, the ideas within the work belong solely to the student (not plagiarized).

2. Work collaboratively.

College Ready Description: Student can work with students from various cultural and ethnic backgrounds in a group environment to investigate the explored topic and generate logical solutions even under circumstances of disagreement.

Evidence for Scoring: During discussions and peer review, the student respectfully considers and responds to the opinions of classmates and provides effective feedback.

F. Academic Integrity

1. Attribute ideas and information to source materials and people.

College Ready Description: Student adequately documents the works of others, giving credit where credit is due and never claiming credit for work that is not his or her own.

Evidence for Scoring: Student's final report includes a correctly formatted Works Cited page that lists where the student found the news articles, websites, and interview quotes he or she used to compare the two interest groups and to evaluate their efforts.

2. Evaluate sources for quality of content, validity, credibility, and relevance.

College Ready Description: Student compares and contrasts information from multiple sources to learn about two interest groups, their goals, and their activities. Student evaluates the validity of all sources referenced in the final report.

Evidence for Scoring: Student reads on an interest group's website that the group conducts business in a just and reputable manner, then reads in a news article that the group is being investigated for making illegal campaign contributions. Student recognizes that a public interest group is critical of political action committees and that group's website expresses that point of view.

4. Understand and adhere to ethical codes of conduct.

College Ready Description: Student avoids using information in a way that could mislead readers.

Evidence for Scoring: Student recognizes that MoveOn.org and the National Rifle Association are partisan organizations and does not identify information found on the groups' respective websites as objective.

FOUNDATIONAL SKILLS**A. Reading Across the Curriculum****1. Use effective prereading strategies.**

College Ready Description: Student draws on prior knowledge to make predictions about what will be found on an interest group’s website. Student scans an interest group’s website to get an overall sense of the organization.

Evidence for Scoring: Knowing that the National Education Association is a teachers’ union leads student to predict that the group opposes merit pay for teachers. By looking at the homepage of Mothers Against Drunk Driving, the student approaches his or her research on MADD knowing that the group is multifaceted, having goals related to both legislation and victim services.

4. Identify the key information and supporting details.

College Ready Description: Student thoroughly summarizes the major points of his or her research and includes supporting examples and illustrations and any conflicting points of view.

Evidence for Scoring: Student’s report thoroughly and accurately describes each interest group’s goals and strategies, provides examples of the success or failure of recent group activities, and uses that information as the basis for recommendations.

5. Analyze textual information critically.

College Ready Description: Student correctly identifies stated and implied assumptions, as well as common misconceptions in researched informational texts. Student correctly identifies and excludes conclusions unsupported by sufficient evidence in researched informational texts.

Evidence for Scoring: Student infers that the AARP will support laws that facilitate citizens’ abilities to save money for retirement. Student decides not to include in the final report unsubstantiated claims by a radio talk show host about an organization the host doesn’t like.

6. Annotate, summarize, paraphrase, and outline texts when appropriate.

College Ready Description: Student accurately summarizes and/or paraphrases ideas or findings gleaned from various sources.

Evidence for Scoring: Student summarizes an interest group’s mission, goals, and activities by paraphrasing what he or she has discovered on the group’s website and in news articles about the group’s activities.

7. Adapt reading strategies according to structure of texts.

College Ready Description: Student identifies the different perspectives represented by the reading samples, the varied forms of research, and the different presentation mediums and adapts his or her reading to fit each task.

Evidence for Scoring: Student understands the differences between primary, secondary, visual, and arguments, recognizes similarities and differences between articles within genres, and allows these formats to direct the way in which he or she reads, as well as the information collected from each.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student crafts a thesis statement that clearly articulates a position and lists relevant evidence and examples in logical groupings. Student uses appropriate terminology and data expression to communicate information in a concise manner. Student uses proper grammar, mechanics, punctuation, and spelling with few or no errors.

Evidence for Scoring: The first part of the student's report introduces the two interest groups; the second part compares the two interest groups, while the third part makes recommendations for the two groups based on the student's research. Student's report uses minimal jargon in order to maximize the number of people who will find the report useful.

3. Compose and revise drafts.

College Ready Description: Student fully edits text for correct spelling, capitalization, punctuation, word use, and appropriate tense and voice. Student submits a final report that reads smoothly and presents a logically sequenced line of reasoning about two interest groups.

Evidence for Scoring: Student uses peer comments to correct grammatical errors found in the first draft. Student's final report compares two interest groups then applies general knowledge of interest groups to recommend whether each group should change its strategies and why.

C. Research Across the Curriculum

5. Synthesize and organize information effectively.

College Ready Description: Student selects adequate quotations and evidence to fully support his or her assertions about whether an interest group should change its strategies.

Evidence for Scoring: Student uses evidence about a group that has used lobbying successfully to recommend that a second group add lobbying to its strategies.

6. Design and present an effective product.

College Ready Description: Student determines an effective order for presenting major and minor points evaluating the comparative qualities of two interest groups. Student follows all specifications of the assignment.

Evidence for Scoring: Student provides a basic overview of the goals of both groups then does a point-by-point comparison of the goals and tactics of each. Student's final report thoroughly explains the current strategies of each interest group then goes on to recommend that one group alter their tactics based on concrete evidence that the contrasting group has more influence as a result of using the described tactics.

7. Integrate source material.

College Ready Description: Student effectively integrates source materials into text by accurately summarizing, paraphrasing, and quoting.

Evidence for Scoring: Student's report accurately and equally summarizes two interest groups' goals and strategies, including quotations from the groups' leaders and supporters.

E. Technology

1. Use technology to gather information.

College Ready Description: Student uses the Internet to thoroughly research interest groups in general as well as specific interest groups. Student uses proper equipment to record telephone calls to ensure an accurate recounting of the calls.

Evidence for Scoring: Student uses government websites to get ideas about how a specific interest group might influence legislation. Student uses Skype or other appropriate software to record a conversation he or she has with an interest group's staff member.

SOCIAL STUDIES STANDARDS

I. Interrelated Disciplines and Skills

C.3. Change and continuity of political ideologies, constitutions, and political behavior.

College Ready Description: Student explains and analyzes the importance of civic engagement.

Evidence for Scoring: Student discusses the effects of governmental and political change and function during the time period in question. Student discusses and presents the political legacy of this period convincingly in an essay.

E.1, 3. Change and continuity of social groups, civic organizations, institutions, and their interaction.

College Ready Description: Student identifies different social groups, examining how they form and how they sustain themselves. Student also analyzes how social institutions function and meet the needs of society.

Evidence for Scoring: Student discusses and writes about the influence of social conflict on the creation, sustainability, role, and influence of interest groups. Student makes comparisons between groups and their interactions.

F.1. Problem-solving and decision-making skills.

College Ready Description: Student uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly.

Evidence for Scoring: Student performs independent research using library and Internet resources and successfully incorporates the research into an engaging final product.

IV. Analysis, Synthesis, and Evaluation of Information

A.1, 2, 4, 5, 6. Critical examination of texts, images, and other sources of information.

College Ready Description: Student identifies and analyzes the main ideas and points of view in sources and situates information in its appropriate context. Student understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments. Student also evaluates sources critically and from multiple perspectives.

Evidence for Scoring: Student interprets and compares data from a variety of sources in reference to different levels of analysis of interest groups and their role in society.

B.1, 3, 4. Research and methods.

College Ready Description: Student uses established research methodologies to gather, organize, and display the results of data and research. Student also identifies and collects sources.

Evidence for Scoring: Student understands how sources contribute to the overall discussion, explains how the gathered information relates to the main points, and knows where to find additional sources if needed.

D.1. Reaching conclusions.

College Ready Description: Student constructs a thesis that is supported by evidence.

Evidence for Scoring: Student presents an interesting, thoughtful analysis based on research that says something fresh about the topic and shows deep deliberation.

V. Effective Communication**A.1, 2. Clear and coherent oral and written communication.**

College Ready Description: Student uses appropriate oral communication techniques depending on the context or nature of their interactions and uses conventions of standard written English.

Evidence for Scoring: Student's message in the essay is easily understood because the information flows well and is mechanically and structurally correct.

B.1. Academic integrity.

College Ready Description: Student attributes ideas and information to source materials and authors.

Evidence for Scoring: During discussion and the final essay, student avoids plagiarism, appropriately cites sources, and creates work that is appropriate and credible.

A Comparison of Two Interest Groups – Scoring Instructions

Place a score (1-4) in each row of the scoring sheet corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations

College Ready (3): Shows proficiency in all of the performance expectations

Approaching College Ready (2): Meets only some of the performance expectations

Initiating College Ready (1): Does not yet meet the performance expectations

Suggested Grade Conversion:

This chart reflects equal weight given to each skill. As key cognitive skills, foundational skills, and discipline content knowledge are all important elements of college readiness, we recommend this grading approach. However, you may certainly choose to implement different weights to particular scales and assign a grade at your discretion.

Score	Grade		Score	Grade		Score	Grade		Score	Grade
52	100		42	88		32	80		22	72
51	99.5		41	87		31	79		21	71
50	99		40	86		30	78		20	70
49	98		39	85		29	77		19	68
48	97		38	84.5		28	76		18	66
47	96		37	84		27	75.5		17	64
46	95		36	83.5		26	75		16	62
45	94		35	83		25	74.5		15	60
44	92		34	82		24	74			
43	90		33	81		23	73			