

## Adolescent Bullying – Individual Work 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
<b>Intellectual Curiosity</b> (engages in scholarly inquiry and dialogue)		
<b>Reasoning</b> (considers arguments and conclusions of self and others; constructs well-reasoned arguments; gathers evidence to support arguments)		
<b>Academic Behaviors</b> (self-monitors learning needs and seeks assistance when needed; uses good study habits; strives for accuracy and precision; perseveres to complete and master tasks)		
<b>Work Habits</b> (works independently; works collaboratively)		
<b>Academic Integrity</b> (attributes ideas and information to source materials; evaluates sources for quality, credibility, relevance; includes the ideas of others and the complexities of the issue)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
<b>Reading Across the Curriculum</b> (identifies key information and supporting details; analyzes textual information critically)		
<b>Writing Across the Curriculum</b> (writes clearly and coherently using standard writing conventions; writes appropriately for audience and purpose; composes and revises drafts)		
<b>Research Across the Curriculum</b> (explores a research topic; evaluates the validity and reliability of sources; synthesizes and organizes information effectively; designs and presents an effective product; integrates source material; presents final product)		
<b>Use of Data</b> (identifies patterns or departures from patterns among data)		
<b>Technology</b> (uses technology to gather information and communicate and display findings in a clear and coherent manner; uses technology appropriately)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
<b>Interrelated Disciplines and Skills</b> (explores the change and continuity of political ideologies, constitutions, and political behavior as well as social groups, civic organizations, institutions, and their interactions; demonstrates problem-solving and decision-making skills)		
<b>Diverse Human Perspectives and Experiences</b> (explores multicultural societies; analyzes factors that influence personal and group identities)		
<b>Analysis, Synthesis, and Evaluation of Information</b> (performs critical examinations of texts, images, and other sources of information; uses established research methods; listens critically; reaches conclusions supported by evidence)		
<b>Effective Communication</b> (uses clear and coherent oral and written communication; attributes ideas and information to source materials)		

See reverse for  
comments.

Score	College Readiness Level
49-56	Exceeding College Ready
41-48	College Ready
21-40	Approaching College Ready
0-20	Initiating College Ready

Total Score: \_\_\_\_\_

Grade: \_\_\_\_\_

See Scoring Guide for grade  
conversion chart.

## Adolescent Bullying – Group Work Scoring Sheet

Group Name(s): \_\_\_\_\_

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	Group's Assessment	Instructor's Score
<b>Intellectual Curiosity</b> (effectively manages group discussions)		
<b>Academic Behaviors</b> (strives for accuracy and precision; perseveres to complete and master tasks)		
<b>Work Habits</b> (works collaboratively)		
<b>Academic Integrity</b> (attributes ideas and information to source materials; includes the ideas of others and the complexities of the issue)		
FOUNDATIONAL SKILLS	Group's Assessment	Instructor's Score
<b>Writing Across the Curriculum</b> (uses language appropriately for audience and purpose)		
<b>Research Across the Curriculum</b> (synthesizes and organizes information effectively; designs and presents an effective product; integrates source material)		
<b>Technology</b> (uses technology to communicate and display findings in a clear and coherent manner; uses technology appropriately)		

Score	College Readiness Level
25-28	Exceeding College Ready
21-24	College Ready
11-20	Approaching College Ready
0-10	Initiating College Ready

**Total Score:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

See Scoring Guide for grade conversion chart.

**Comments:**

## Adolescent Bullying – 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 contributes thoughtfully to the class discussion key points, illustrations, and questions about bullying in school. Student systematically conducts detailed investigations of specific cases of bullying.

*Evidence for Scoring:* Student connects what he or she has seen of bullying to the content of the Eminem audio clip and shares his or her insights with the class. Student uses databases to identify cases of bullying then uses the *Task Card* handout to take detailed notes about each case.

#### B. Reasoning

##### 1. Consider arguments and conclusions of self and others.

*College Ready Description:* Student cites valid examples that support his or her analysis of bullying. Student questions own conclusions and incorporates feedback to strengthen his or her argument.

*Evidence for Scoring:* Student uses content in the Eminem audio clip as well as his or her knowledge of the First Amendment to adequately support his or her claims about bullying and free speech. Student takes into account ideas generated while meeting with the instructor and revises his or her thinking to reflect the new information.

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

*College Ready Description:* Student puts forth a persuasive argument, backed by sufficient evidence, to support his or her conclusions about bullying. Student submits a report that clearly describes the complex problem of bullying and proposes a solution, backed by evidence that suggests that the solution will work.

*Evidence for Scoring:* Student uses information he or she has gathered to identify trends in bullying, such as the identity of victims, the forms that bullying takes, and prejudice toward certain groups. Student's report identifies and explains trends in bullying then makes a series of recommendations—such as education for students and teachers and laws about reporting and punishing bullying—backed with evidence that suggests that his or her multifaceted solution will work.

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

*College Ready Description:* Student takes sufficient research notes using varied, relevant primary and secondary sources.

*Evidence for Scoring:* Student uses databases, such as EBSCO, to identify sources about three cases of bullying; gathers information about the cases; and uses the *Task Card* handout to take thorough notes from the sources.

## 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 and group contributions are well-organized and carefully constructed, illustrating an effective allocation of time and energy.

### 3. Strive for accuracy and precision.

*College Ready Description:* Student employs evidence accurately and precisely to describe the problem of bullying.

*Evidence for Scoring:* Student's report accurately uses evidence gathered from a variety of sources to support his or her conclusions about the problem of bullying.

### 4. Persevere to complete and master tasks.

*College Ready Description:* Student submits a final project that reflects adequate understanding of the problem of bullying and meets all requirements of the assignment.

*Evidence for Scoring:* Student incorporates research to draw conclusions in his or her report then compares his or her work to that of peers and completes a final project with the group.

## E. Work Habits

### 1. Work independently.

*College Ready Description:* Student can plan an essay, establish its parameters, and complete a task with minimal supervision, seeking assistance accordingly. Student also follows directions independently and completes the reflection questions in class as well as 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 group work, the student respectfully considers and responds to the opinions of classmates and provides effective feedback. Student is also a good team representative, helping out when necessary and supporting the goals of the group.

## 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 report includes a Works Cited page that shows where the student found the information he or she used in writing the report. Student correctly utilizes a standard reference citation format.

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

*College Ready Description:* Student verifies the validity of all sources referenced in his or her report. Student decides what to include and what not to include in his or her report.

*Evidence for Scoring:* Student recognizes that transcriptions of court cases are valid sources, while extremist blog postings are valid only as examples of partisan positions. Student includes a 1960 sociologist's study of bullying to provide a point of comparison for studies conducted more recently but decides that a study of gun violence among teens is not directly relevant to the report and so excludes it.

### 3. Include the ideas of others and the complexities of the debate, issue, or problem.

*College Ready Description:* Student adequately addresses the complexity of the problem of bullying by presenting more than one perspective regarding the causes of the problem. Student thoroughly researches the causes of bullying by considering a variety of sources.

*Evidence for Scoring:* Student's report includes the perspectives of those who focus on child development as well as those who focus on prejudice against specific groups as root causes of bullying. Student reads legal cases about bullying as well as evaluations of anti-bullying programs in creating a thorough report.

## FOUNDATIONAL SKILLS

### A. Reading Across the Curriculum

#### 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 identifies national trends related to bullying and illustrates them with data he or she has collected from reputable sources.

#### 5. Analyze textual information critically.

*College Ready Description:* Student correctly identifies conflicting points of view in arguments about legislative issues.

*Evidence for Scoring:* Student's report reflects accurate understanding of psychological, sociological, and legal debates surrounding bullying.

### B. Writing Across the Curriculum

#### 1. Write clearly and coherently using standard writing conventions.

*College Ready Description:* Student crafts a report that clearly identifies the problem and lists relevant evidence and examples in logical groupings. Student uses sufficiently 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:* Student's report states that adolescent bullying is a problem, then groups supporting information under the categories of psychological perspectives, sociological analyses, and legal precedents. Student's report uses language that adequately describes bullying and effectively conveys different points of view about it but does not weigh down his or her writing with excessive jargon.

## **2. Write in a variety of forms for various audiences and purposes.**

*College Ready Description:* Student writes in a formal but understandable way.

*Evidence for Scoring:* Student's report is not burdened with legal and psychological jargon.

## **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 report that reads smoothly and presents a logically sequenced presentation of data about bullying.

*Evidence for Scoring:* Student's report states the problem then organizes sections in a way that leads the reader through scholarly perspectives and personal accounts of the subject.

# **C. Research Across the Curriculum**

## **2. Explore a research topic.**

*College Ready Description:* Student accurately identifies the most important aspects of the problem of adolescent bullying. Student adequately explains why bullying is a problem.

*Evidence for Scoring:* Student thoroughly researches the topic of bullying and highlights recent incidents of suicides purportedly related to bullying in his or her report. Student finds and presents data that show that bullying has increased in recent years and that its effects are increasingly serious, even including suicide.

## **4. Evaluate the validity and reliability of sources.**

*College Ready Description:* Student consistently identifies features that indicate accuracy or reliability of sources and effectively determines whether sources are biased, incomplete, or otherwise unreliable.

*Evidence for Scoring:* Student recognizes hyperbole in written texts and knows that such texts are likely biased.

## **5. Synthesize and organize information effectively.**

*College Ready Description:* Student identifies evidence and examples that effectively inform readers about adolescent bullying. Student collects and organizes information in a thorough and methodical manner.

*Evidence for Scoring:* Student's report cites cases of bullying gathered from a variety of sources. Student uses *Task Card* handout to organize his or her research notes and accurately cites all sources.

## **6. Design and present an effective product.**

*College Ready Description:* Student determines the best order for presenting major and minor points.

*Evidence for Scoring:* Student's report identifies three cases of bullying, explains psychological perspectives on the topic, and then focuses the bulk of the report on constitutional issues.

**7. Integrate source material.**

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

*Evidence for Scoring:* Student summarizes key points about bullying made by psychologists and directly quotes students who have been bullied.

**8. Present final product.**

*College Ready Description:* Student determines a logical, assignment-appropriate, and effective order for presenting information about the group's suggestions to reform bullying in a way that will appeal to the targeted audience.

*Evidence for Scoring:* In the presentation, student effectively makes suggestions for how to address the problem of bullying and convincingly creates a feasible plan for solution implementation while considering the needs of the intended audience and side-stepping any potential barriers.

**D. Use of Data****1. Identify patterns or departures from patterns among data.**

*College Ready Description:* Student adequately identifies relevant trends in the understanding of bullying as well as patterns in current research.

*Evidence for Scoring:* Student's report explains that 50 years ago approaches to bullying focused on victims rather than perpetrators while current research explores ways that students can intervene to stop bullying.

**E. Technology****1. Use technology to gather information.**

*College Ready Description:* Student uses the Internet to thoroughly research bullying.

*Evidence for Scoring:* Student locates three credible websites that explain scholarly perspectives on bullying.

**3. Use technology to communicate and display findings in a clear and coherent manner.**

*College Ready Description:* Student utilizes technology to effectively present information graphically, orally, and textually.

*Evidence for Scoring:* Student's individual essay and group presentation categorize information in ways appropriate to the task and audience while adhering to the visual demands of the content (works better as a graph, chart, spreadsheet, icon, or other explanatory graphics). Student also effectively compiles and relays findings in a persuasive, thoughtful slideshow.

**4. Use technology appropriately.**

*College Ready Description:* Group effectively identifies when technology may not be necessary or appropriate to communicate its plan.

*Evidence for Scoring:* Student uses computers to conduct research, create essays, and present information. Student also acknowledges differences between visual and written images and understands the correct uses for each.

## SOCIAL STUDIES STANDARDS

### I. Interrelated Disciplines and Skills

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

*College Ready Description:* Student investigates bullying and its impact on an individual's civic engagement.

*Evidence for Scoring:* Student reviews how bullying may violate First Amendment rights and lead individuals to withdraw from the community.

#### E.1, 2, 4. Change and continuity of social groups, civic organizations, institutions, and their interaction.

*College Ready Description:* Student identifies different social groups and classifications while also evaluating the various sources and consequences of social conflict. Student also defines the concept of socialization and analyzes the role it plays in human development and behavior.

*Evidence for Scoring:* Student examines some of the various causes of bullying through the "lenses" of various actors.

#### F.1, 2. Problem-solving and decision-making skills.

*College Ready Description:* Student uses a variety of research and analytical tools to explore questions in a thorough and fair manner that also takes into account the context of social issues explored.

*Evidence for Scoring:* Student conducts independent research using collected primary and secondary sources to craft an individual report with policy recommendations concerning bullying.

### II. Diverse Human Perspectives and Experiences

#### A.2. Multicultural societies.

*College Ready Description:* Student evaluates the experiences of diverse groups and their contributions to society.

*Evidence for Scoring:* Student analyzes the impact of various groups throughout our history and how these groups may have been bullied at different times and for different reasons.

#### B.6. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status).

*College Ready Description:* Student analyzes how individual and group identities are established and how they evolve over time.

*Evidence for Scoring:* Student discusses and considers the identities and characteristics of groups who are typically bullied.

### IV. Analysis, Synthesis, and Evaluation of Information

#### A.1, 2, 3, 4, 5, 6. Critical examination of texts, images, and other sources of information.

*College Ready Description:* Student identifies and analyzes the main idea and point of view in sources, situates sources in its appropriate contexts, and evaluates sources from multiple perspectives. Student understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments. Student reads critically.



*Evidence for Scoring:* Student selects three or more cases of bullying (including both in-school verbal bullying and cyberbullying).

### **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 identifies collected sources.

*Evidence for Scoring:* Student accesses library databases (such as EBSCO) to begin collecting and evaluating past research.

### **C.1. Critical listening.**

*College Ready Description:* Student understands and interprets presentations critically.

*Evidence for Scoring:* Student works in assigned group and compares findings to those of the team to produce a final group presentation.

### **D.1, 2. Reaching conclusions.**

*College Ready Description:* Student constructs a thesis that is supported by evidence and recognizes and evaluates counterarguments.

*Evidence for Scoring:* Student compares and contrasts his or her findings with other members of the team and draws conclusions based on those findings.

## **V. Effective Communication**

### **A.1, 2. Clear and coherent oral and written communication.**

*College Ready Description:* Student uses appropriate oral communication techniques and conventions of standard written English.

*Evidence for Scoring:* Student writes a 2-3 page summary report that presents his or her policy recommendations and works within a group to present a final, collaborative presentation.

### **B.1. Academic integrity.**

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

*Evidence for Scoring:* Student cites any data sources accurately internally and on a Works Cited page.

## Adolescent Bullying – Scoring Instructions

There are two scoring sheets for this CRA: one for individual work and one for group work. Use either or both as desired for your class.

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:

These charts reflect 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.

Individual Work:

Score	Grade		Score	Grade		Score	Grade		Score	Grade
56	100		45	89		34	78.5		23	72
55	99.5		44	88		33	78		22	71
54	99		43	87		32	77.5		21	70
53	98.5		42	86		31	77		20	68
52	98		41	85		30	76.5		19	66
51	97		40	84		29	76		18	64
50	96		39	83		28	75		17	62
49	95		38	82		27	74.5		16	60
48	94		37	81		26	74			
47	92		36	80		25	73.5			
46	90		35	79		24	73			

Group Work:

Score	Grade		Score	Grade		Score	Grade		Score	Grade
28	100		22	88		16	78		10	67
27	99		21	85		15	77		9	65
26	97		20	84		14	75		8	63
25	95		19	82		13	73		7	60
24	94		18	80		12	71			
23	91		17	79		11	70			