

All in a Day’s 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
Intellectual Curiosity (engages in scholarly inquiry and dialogue)		
Reasoning (gathers evidence to support arguments, findings, or lines or reasoning)		
Problem Solving (analyzes the situation to identify the problem to be solved; collects evidence and data systematically and directly relates them to solving 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)		
Academic Integrity (attributes ideas and information to source materials and people)		
FOUNDATIONAL SKILLS	Student’s Self-Assessment	Instructor’s Score
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (synthesizes and organizes information effectively; designs and presents an effective product; presents final product)		
Technology (uses technology to gather, organize, manage, and analyze information)		
MATHEMATICS STANDARDS	Student’s Self-Assessment	Instructor’s Score
Functions (develops functions to model real-world situations)		
Problem Solving and Reasoning (solves problems to determine solutions; justifies solutions to problems)		
Communication and Representation (uses math symbols, terminology, and notation; summarizes and interprets math information provided orally, visually, or in written form; communicates math ideas, reasoning, solutions, and justifications using precise language)		

See reverse for comments.

Score	College Readiness Level
42-48	Exceeding College Ready
35-41	College Ready
18-34	Approaching College Ready
0-17	Initiating College Ready

Total Score: _____**Grade:** _____

See Scoring Guide for grade conversion chart.

All in a Day’s Work – 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 engages fellow classmates in discussion, correcting their misconceptions as well as considering their reasoning and arguments.

Evidence for Scoring: Student attempts to answer questions informally posed by the instructor.

B. Reasoning

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

College Ready Description: Student successfully identifies and collects all needed data and information to determine which is the better job.

Evidence for Scoring: Student gives the internship position significant weight because the internship may lead to future summer work that fits well with the student’s interest in public service.

C. Problem Solving

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

College Ready Description: Student represents the information needed to solve the problem using written words, a table, a graph, and function rules.

Evidence for Scoring: Student explicitly notes important points needed to decide which job would benefit him or her more in his or her analysis.

3. Collect evidence and data systematically and directly relate to solving a problem.

College Ready Description: Student successfully finds adequate relevant data and information to help determine which job offers the better opportunity. Student presents the collected data visually and defends the choice of job in light of real-world considerations.

Evidence for Scoring: Student finds all of the costs to attend a community college as well as the wages and withholdings for job A. Student labels the graph appropriately and defends the choice of job B given his or her availability to work for at least eight weeks of the summer because the family vacation will be only one week long.

D. Academic Behaviors

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

College Ready Description: Student keeps a mindful eye on his or her integration of knowledge as it progresses and is able to ask fellow students and the instructor for help.

Evidence for Scoring: Student is comfortable admitting he or she does not know an answer and is willing to re-examine the material to relearn.

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

College Ready Description: Student looks over the material he or she needs to incorporate and tries to come up with a logical approach to complete the task in the allotted time.

Evidence for Scoring: Student manages his or her time effectively to complete the task with the appropriate amount of detail.

3. Strive for accuracy and precision.

College Ready Description: Student collects data carefully and correctly. Student produces effective and accurate mathematical calculations, tables, and graphs. Student determines the degree of precision necessary for comparing the estimated net earnings for each job scenario.

Evidence for Scoring: Student recognizes the need to translate the annual cost of books provided on the community college website to the cost per semester. Student chooses a scale on the graph for net earnings that allows the student to identify when the net earnings for the two jobs are the same without extrapolating. Student finds the distance from home to the restaurant using an Internet map site and then rounds up to the nearest half mile to estimate mileage costs.

4. Persevere to complete and master tasks.

College Ready Description: Student gives a thoughtful presentation that reflects thorough understanding of the problem and meets all requirements of the assignment.

Evidence for Scoring: Student’s presentation fully compares the pros and cons of the two job options and presents a well-reasoned choice.

E. Work Habits**1. Work independently.**

College Ready Description: Student can work through the problems by themselves.

Evidence for Scoring: Student does not wait until the group work to start thinking about the activity.

F. Academic Integrity**1. Attribute ideas and information to source materials and people.**

College Ready Description: Student adequately cites sources of information.

Evidence for Scoring: Student indicates her or his sources for commuting costs to job B.

FOUNDATIONAL SKILLS**B. Writing Across the Curriculum****1. Write clearly and coherently using standard writing conventions.**

College Ready Description: Student uses appropriate terminology and data expression to communicate clearly his or her methods, results, and conclusions.

Evidence for Scoring: Student refers to the slope and the y-intercept of the line when discussing wages and fixed costs.

C. Research Across the Curriculum

5. Synthesize and organize information effectively.

College Ready Description: Student effectively organizes the mathematical findings and other factors related to each job opportunity in order to weigh all the pros and cons.

Evidence for Scoring: Student prioritizes the considerations in a way that convinces him or her that non-financial factors lead to a decision to take the job that yields lower net earnings.

6. Design and present an effective product.

College Ready Description: Student delivers an engaging presentation that clearly communicates the major considerations in choosing between the jobs and the justification for the student’s decision.

Evidence for Scoring: Student refers to the net income graph for jobs A and B when discussing which job yields a higher net income for the number of weeks the student expects to be available to work.

8. Present final product.

College Ready Description: Student delivers an engaging presentation that clearly communicates the major considerations in choosing between the jobs and the justification for the student’s decision.

Evidence for Scoring: Student uses appropriate media for presenting his or her research results.

E. Technology

1. Use technology to gather information.

College Ready Description: Student uses appropriate methods to collect necessary information.

Evidence for Scoring: Student uses the Internet to locate information on bus routes, schedules, fares, and passes.

2. Use technology to organize, manage, and analyze information.

College Ready Description: Student uses the Internet to research the two different job scenarios.

Evidence for Scoring: Student uses appropriate resources from the Internet to gather information and documents and organizes his or her sources.

MATHEMATICS STANDARDS

VII. Functions

C.2. Model real world situations with functions.

College Ready Description: Student develops a function to model a situation.

Evidence for Scoring: Student represents the relationship between the time worked and net earnings in each job scenario as a function rule.

VIII. Problem Solving and Reasoning

A.3, 4. Mathematical problem solving.

College Ready Description: Student determines and justifies solutions to problems.

Evidence for Scoring: Student solves problems by solving equations and inequalities and analyzing tables and graphs. Student represents the relationship between the amounts of time worked and net earnings as function rules and graphs the function rules to help choose between jobs.

IX. Communication and Representation

A.1, 2. Language, terms, and symbols of mathematics.

College Ready Description: Student uses mathematical symbols, terminology, and notation to represent given and unknown information in a problem. Student uses mathematical language to represent and communicate the mathematical concepts in a problem.

Evidence for Scoring: Student uses variables to represent quantities in contextual situations. Student writes functions rules to represent different job scenarios.

B.2. Interpretation of mathematical work.

College Ready Description: Student summarizes and interprets mathematical information provided orally, visually, or in written form within the given context.

Evidence for Scoring: Student constructs visual representations of relationships. Student creates graphs of the relationship between time worked and net income.

C.1, 2, 3. Presentation and representation of mathematical work.

College Ready Description: Student communicates mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words. Student creates and uses representations to organize, record, and communicate mathematical ideas. Student explains, displays, or justifies mathematical ideas and arguments using precise mathematical language in written or oral communications.

Evidence for Scoring: Student creates a presentation showing their reasoning and mathematical support for their findings in making their decision to choose one job over another.

All in a Day’s Work – 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
48	100		39	89		30	80		21	73
47	99.5		38	87		29	79.5		20	72
46	99		37	86		28	79		19	71
45	98		36	85		27	78.5		18	70
44	97		35	84.5		26	78		17	68
43	96		34	84		25	77		16	66
42	95		33	83		24	76		15	64
41	93		32	82		23	75		14	62
40	91		31	81		22	74		13	60