

Analyzing Congressional Representation – 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
Reasoning (constructs well-reasoned arguments; gathers evidence to support arguments)		
Problem Solving (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; works collaboratively)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
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)		
Use of Data (identifies patterns or departures from patterns among data; presents analyzed data and communicates findings in a variety of formats)		
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, and political behavior; demonstrates problem-solving and decision-making skills)		
Diverse Human Perspectives and Experiences (analyzes factors that influence personal and group identities)		
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
42-48	Exceeding College Ready
36-41	College Ready
18-35	Approaching College Ready
0-17	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

Analyzing Congressional Representation – 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

B. Reasoning

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 position about how representative the House of Representatives is. Student effectively identifies and addresses known or anticipated counterarguments to his or her analysis.

Evidence for Scoring: Student's final paper asserts that the composition of the House of Representatives does not mirror the demographic composition of the United States and presents census data to support the assertion. Student acknowledges the idea that elected officials can effectively represent people of many ethnicities then explains why he or she thinks people need representatives of their own ethnicity.

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

College Ready Description: Student takes sufficient research notes and uses appropriate methods to keep track of information gathered from source material.

Evidence for Scoring: Student uses the *Student Data Sheet* handout to ensure that he or she is conducting thorough research and recording the information in a format that will facilitate writing the final report.

C. Problem Solving

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

College Ready Description: Student gathers and uses relevant data to support his or her analysis of the extent to which the House of Representatives represents the American population.

Evidence for Scoring: Student supports his or her assertion that a local representative does not represent the people in the district with evidence about the gender, race, and ethnicity of the district's population gathered from census data as well as with data about the representative's stance on issues that affect local constituents.

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 carefully collects information about the demographic makeup of the local and national populations. Student consistently employs relevant information and evidence in evaluating whether the House of Representatives adequately represents Americans.

Evidence for Scoring: Student ensures that the information he or she records on the *Student Data Sheet* handout is both complete and accurate by rechecking it against the census data. Student gathers information about the local representative’s position on key issues to support his or her assertion that the representative does in fact represent the local population adequately.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a final report that reflects adequate exploration of the demographic makeup of the local and national populations. Student submits a final project that meets all requirements of the assignment.

Evidence for Scoring: Student presents sufficient evidence from the census to support his or her assertion that the House of Representatives does not have the same gender composition as the country as a whole. Student’s report answers all the questions about the composition of the local congressional district and the national population and explores the question of how important it is to have representatives who are of the same gender, race, and ethnicity as the people they represent.

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

College Ready Description 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, the student respectfully considers and responds to the opinions of classmates and provides effective feedback.

FOUNDATIONAL SKILLS

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description of Individual: Student crafts a well-written final report. Student uses appropriate data expression to communicate data concisely and accurately.

Evidence for Scoring: Student's final report includes a concise summary of the data he or she gathered from the census. Student presents in the *Student Data Sheet* the census data he or she collected and summarized in the text of the report.

3. Compose and revise drafts.

College Ready Description of Individual: Student fully edits text for correct spelling, capitalization, punctuation, word use, and appropriate tense and voice. Student submits a final project that reads smoothly and is logically sequenced.

Evidence for Scoring: Student uses peer comments to correct the first draft's grammatical errors. Student's report addresses the local situation first, then the national situation, and then moves into an analysis of what the data mean.

C. Research Across the Curriculum

5. Synthesize and organize information effectively.

College Ready Description: Student selects adequate evidence to fully support his or her assertions about how well or poorly the demographic composition of the House of Representatives mirrors the demographic composition of the population as a whole.

Evidence for Scoring: Student uses census data to support the assertion that the percentage of women in the general population is far higher than the percentage of women in the legislature.

6. Design and present an effective product.

College Ready Description: Student follows all the specifications of the assignment.

Evidence for Scoring: Student's report includes all the assigned tasks.

7. Integrate source material.

College Ready Description: Student effectively integrates source materials into text by accurately summarizing data.

Evidence for Scoring: Student's report accurately summarizes what he or she discovered about the demographic composition of the local congressional district.

D. Use of Data

1. Identify patterns or departures from patterns among data.

College Ready Description: Student adequately identifies relevant data about the population of the local congressional district and the nation.

Evidence for Scoring: Student locates data about the percentage of men and women at the national level and recognizes that the percentage of women in the House of Representatives is nowhere close to the percentage of women in the population.

3. Present analyzed data and communicate findings in a variety of formats.

College Ready Description: Student composes a written report that adequately details research findings, summarizing the data collected.

Evidence for Scoring: Student summarizes in the text the demographics of the local congressional district and the nation as a whole and includes an appendix that shows the data in a chart.

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

College Ready Description: Student uses the Internet to thoroughly research local and national demographics as well as the demographics of the House of Representatives.

Evidence for Scoring: Student uses the U.S. Census website to locate information about the gender, race, and ethnic composition of the local and national populations.

SOCIAL STUDIES STANDARDS**I. Interrelated Disciplines and Skills****C.1. Change and continuity of political ideologies, constitutions, and political behavior.**

College Ready Description: Student evaluates different governmental systems and functions.

Evidence for Scoring: Student explores representative governance in America and the role of Congress in our federal government.

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

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

Evidence for Scoring: Student performs independent research using library and Internet resources.

II. Diverse Human Perspectives and Experiences**B.1. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status).**

College Ready Description: Student explains and evaluates the concepts of race, ethnicity, and nationalism.

Evidence for Scoring: Student examines the race, gender, and ethnicity of their congressional representative.

IV. Analysis, Synthesis, and Evaluation of Information**A.2, 3, 4, 6. Critical examination of texts, images, and other sources of information.**

College Ready Description: Student reads sources critically, situates sources in their appropriate context, 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.

Evidence for Scoring: Student interprets and compares data from a variety of sources in reference to different levels of analysis of representative democracy.

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

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

Evidence for Scoring: Student uses the *Student Data Sheet* to guide his or her research while examining demographic representativeness in Congress.

D.1. Reaching conclusions.

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

Evidence for Scoring: Student chooses an issue and then tries to predict the respective stands on the issue for the community and its representative based on demographics.

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

College Ready Description: Student uses conventions of standard written English.

Evidence for Scoring: Student creates a written report to Congress based on the results of his or her findings.

B.1. Academic integrity.

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

Evidence for Scoring: Student includes in-text citations and a Works Cited page in their report to Congress.

Analyzing Congressional Representation – 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