

Are You Getting the Whole Truth? – 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
Intellectual Curiosity (engages in scholarly inquiry and dialogue)		
Reasoning (considers arguments and conclusions of self and others; constructs well-reasoned arguments; gathers evidence to support arguments)		
Problem Solving (collects evidence and data systematically and directly relate 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)		
Academic Integrity (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
Reading Across the Curriculum (identifies key information and supporting details; analyzes textual information critically; annotates, summarizes, paraphrases, outlines texts when needed)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (explores research topic; evaluates the validity, reliability of sources; synthesizes, organizes information effectively; designs, presents an effective product)		
Use of Data (identifies patterns or departures from patterns among data)		
Technology (uses technology to gather information and communicate and display findings in a clear and coherent manner)		
SOCIAL STUDIES STANDARDS	Student’s Self-Assessment	Instructor’s Score
Interrelated Disciplines and Skills (explores change and continuity of ideologies, constitutions, behavior, social groups, civic organizations, institutions; demonstrates problem-solving, decision-making)		
Diverse Human Perspectives and Experiences (analyzes factors that influence personal and group identities)		
Analysis, Synthesis, and Evaluation of Information (examines sources critically; uses established research methods; listens critically; reaches conclusions supported by evidence)		
Effective Communication (uses clear and coherent oral and written communication; attributes ideas and information to source materials)		

See reverse for comments.

Score	College Readiness Level
53-60	Exceeding College Ready
44-52	College Ready
23-43	Approaching College Ready
0-22	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

Are You Getting the Whole Truth? – 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
Reasoning (constructs well-reasoned arguments; gathers evidence to support arguments)		
Academic Behaviors (strives for accuracy and precision; perseveres to complete and master tasks)		
Work Habits (works collaboratively)		
Academic Integrity (includes the ideas of others and the complexities of the issue)		
FOUNDATIONAL SKILLS	Group’s Assessment	Instructor’s Score
Research Across the Curriculum (explores a research topic; synthesizes and organizes information effectively; synthesizes and organizes information effectively; designs and presents an effective product)		
Use of Data (identifies patterns or departures from patterns among data)		
Technology (uses technology to communicate and display findings in a clear and coherent manner)		

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

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

Comments:

Are You Getting the Whole Truth? – Individual 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 contributes thoughtfully to the class discussion key points, illustrations, and questions about the role the media has played in

Evidence for Scoring: American society. Student notices that news coverage of the Vietnam War increasingly opposed the war and that opposition swayed public opinion.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student evaluates news reports by questioning what he or she reads, sees, and hears. Student provides sufficient examples to support his or her evaluation of news coverage of an event.

Evidence for Scoring: Student watches television news coverage of an anti-immigration rally, asks whether the report answers all of his or her questions, and how the reporter's choice of words and images might reflect bias. Student shows peers three television news reports that include images that are likely to convince viewers to take a particular stance regarding immigration reform.

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

College Ready Description: Student synthesizes information and applies results to draw well-reasoned conclusions about the effect of media presentation, format, and bias.

Evidence for Scoring: Student's essay cites news coverage about a Supreme Court nominee's confirmation hearings to effectively demonstrate that different media outlets and different modes of presentation express different biases about the nominee.

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

College Ready Description: Student identifies and uses appropriate sources for his or her research.

Evidence for Scoring: Student gathers sufficient information from the media sources he or she is researching to identify patterns in the coverage that reveal bias or omissions in network reporting then uses that information and compares stories about legislation pending in Congress.

C. Problem Solving

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

College Ready Description: Student gathers and uses relevant data to support his or her analysis of the extent to which bias exists in different forms of media.

Evidence for Scoring: Student supports his or her assertion certain forms of media show more bias than others with evidence about the how information from similar genres is presented differently to appease audience and topic demands.

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 essay construction is confusing and needs clarification. Student then seeks out the appropriate resources to help clear up any uncertainties.

Evidence for Scoring: Student's essay 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 evaluate the news coverage of a key issue. Student consistently employs relevant information and evidence in evaluating the biases in news coverage of a key issue.

Evidence for Scoring: Student accurately quotes content from radio coverage of congressional hearings to support his or her claims that the radio coverage is thorough but slanted. Student gathers information about immigration policies from government and news websites and uses the information to evaluate the objectivity of news coverage of the topic.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a final essay that reflects adequate understanding of different media perspectives and modes of presentation.

Evidence for Scoring: Student's final paper evaluates the strengths and limitations of different types of media and concludes with a well-reasoned answer to the question "Are you getting the whole truth?"

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 work of others, giving credit where credit is due and never claiming credit for work that is not his or her own. Student correctly utilizes a standard reference citation format.

Evidence for Scoring: Student's final paper includes a Works Cited page that shows where student found the data he or she used in evaluating the news.

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

College Ready Description: Student decides what to include and what not to include in his or her essay.

Evidence for Scoring: Student's paper cites both talk radio shows and mainstream network TV news as evidence in his or her evaluation of whether Americans are getting the whole truth in the news.

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

College Ready Description: Student fully and accurately represents the complexity of news coverage of a given issue in his or her evaluation of the news media.

Evidence for Scoring: Student's final paper provides a variety of examples of news coverage that clearly contrast different media approaches to the topic at hand.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

3. Identify the intended purpose and audience of the text.

College Ready Description: Student shows how a text effectively targets an intended audience.

Evidence for Scoring: Student's essay effectively uses evidence from news reports to show that language and images targeted to disenfranchised members of a political party encourage readers/viewers to feel a sense of outrage.

5. Analyze textual information critically.

College Ready Description: Student correctly identifies conflicting points of view in arguments regarding a political topic or event. Student correctly identifies stated and implied assumptions in news reports. Student correctly identifies and excludes conclusions unsupported by sufficient evidence.

Evidence for Scoring: Student's essay identifies two different cable news channels' differing points of view on the subject of immigration reform. Student recognizes the unstated assumptions about the role of government in conservative and liberal reports about banking regulations. Student recognizes unsubstantiated criticisms made by radio talk shows hosts about members of Congress.

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

College Ready Description: Student thoroughly summarizes important information, examples, and illustrations found in the news media.

Evidence for Scoring: Student’s final project includes a summary of content, point of view, and omissions in a mainstream TV news report about a Supreme Court justice nominee.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student crafts a clear, concise introductory statement 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 introductory statement describes the partisan nature of many news reports and hypothesizes about the most effective way to obtain thorough and balanced information. Student organizes supporting evidence by the form of news (e.g., cable television, radio talk show, newspaper). Student creates a chart that shows the points of view expressed in different news sources and makes it clear to a reader that talk radio shows are more overtly biased than mainstream newspapers.

C. Research Across the Curriculum

2. Explore a research topic.

College Ready Description: Student accurately identifies the different forms and functions of differing media types and can discuss the evidence of bias within each format. Student also has a clear idea for what he or she would like to explore and sets about finding information to confirm or deny certain suspicions.

Evidence for Scoring: Student proves the effects of a liberal slant in certain formats and discusses how this stance affects the credibility of the presented information.

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 uses the data he or she records on the *Checklist to Analyze News Media Sources* handout to show bias and omissions in news reports.

5. Synthesize and organize information effectively.

College Ready Description: Student selects adequate quotations and evidence to fully support his or her assertions about the bias of a variety of news sources. Student determines an effective order for presenting evidence that supports assertions about the biases of different news outlets.

Evidence for Scoring: Student’s final essay quotes both a cable news report and a newspaper article about banking reform to show the different approaches to the subject taken in the two sources. Student’s assertion backed by the most persuasive evidence is listed last, as the essay builds to a strong conclusion.

6. Design and present an effective product.

College Ready Description: Student selects an appropriate format and chooses appropriate language for the selected audience. The student adheres to the specific assignment guidelines and pays attention to the audience’s needs.

Evidence for Scoring: Student’s final product is engaging, thoughtful, deeply analytical, well-supported, on-task, and produces mindful results.

D. Use of Data

1. Identify patterns or departures from patterns among data.

College Ready Description: Student accurately identifies patterns in data he or she has collected from news sources.

Evidence for Scoring: Student presents evidence that shows that radio talk shows often distort their presentation of events to support a particular point of view.

E. Technology

1. Use technology to gather information.

College Ready Description: Student uses the Internet to thoroughly research news coverage of a topic or event.

Evidence for Scoring: Student locates the required number of news reports (to be determined by the instructor) on the same topic to compare and contrast them.

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).

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 explores the role of media in our society and how it can lead public opinion on key issues.

E.2, 3. Change and continuity of social groups, civic organizations, institutions, and their interaction.

College Ready Description: Student defines the concept of socialization and analyzes how social institutions function and meet the needs of society.

Evidence for Scoring: Student examines how different social pressures can affect bias in news reporting or other media formats.

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 conducts independent research using collected primary and secondary sources to craft an individual report that shows the extent of bias in news articles.

II. Diverse Human Perspectives and Experiences

B.4. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status).

College Ready Description: Student evaluates how major philosophical and intellectual concepts influence human behavior or identity.

Evidence for Scoring: Student discusses and considers how the identities and characteristics of different affect what is reported within the media.

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 ideas and points of view in sources and situates information in its appropriate context. Student also evaluates sources critically and 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 effectively combines information from a variety of sources into an interesting, well-analyzed slideshow and essay.

B.3, 4. Research and methods.

College Ready Description of Individual: Student identifies, gathers, organizes, and displays the results of data and research.

Evidence for Scoring: Student is able to: understand how sources contribute to the overall discussion, explain how the gathered information relates to the main points, and know where to find additional sources if needed.

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 presents an interesting, thoughtful analysis and slideshow 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 and conventions of standard written English.

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

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.

Are You Getting the Whole Truth? – 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
60	100		49	91		38	80		27	73.5
59	99.5		48	90		37	79.5		26	73
58	99		47	88.5		36	79		25	72
57	98.5		46	86		35	78.5		24	71
56	98		45	85		34	78		23	70
55	97		44	84.5		33	77.5		22	68
54	96		43	84		32	77		21	66
53	95		42	83.5		31	76		20	64
52	94		41	83		30	75		19	62
51	93		40	82		29	74.5		18	60
50	92		39	81		28	74			

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			