

Choosing the Best Websites to Support Your Argument

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
Reasoning (considers arguments and conclusions of self and others)		
Academic Behaviors (self-monitors learning needs and seeks assistance when needed; strives for accuracy and precision; perseveres to complete and master tasks)		
Work Habits (works independently)		
Academic Integrity (evaluates sources for quality of content, validity, credibility, relevance)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (analyzes textual information critically)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (explores a research topic; evaluates the validity and reliability of sources; synthesizes and organizes information effectively)		
Technology (uses technology to gather information)		
ENGLISH LANGUAGE ARTS STANDARDS	Student's Self-Assessment	Instructor's Score
Writing (develops effective rhetorical techniques; generates ideas and gathers information relevant to the topic and purpose; evaluates relevance, quality, sufficiency, and depth of sources; formulates a thesis; composes drafts to refine key ideas, organize them more logically, fluidly; uses language precisely and effectively; edits writing for proper voice, tense, syntax)		
Reading (determines purpose, audience, message; forms an overview of sources; draws and supports complex inferences to summarize, draw conclusions, and distinguish facts from opinions; analyzes the quality of evidence used by the author; judges the credibility of an argument; identifies, analyzes, evaluates similarities and differences in multiple texts)		
Speaking (participates actively and effectively in group discussions)		
Listening (listens actively and effectively in group discussions)		

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.

Choosing the Best Websites to Support Your Argument

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
Academic Behaviors (perseveres to complete and master tasks)		
Work Habits (works collaboratively)		
Academic Integrity (sources for quality of content, validity, credibility, and relevance)		
FOUNDATIONAL SKILLS	Group’s Assessment	Instructor’s Score
Research Across the Curriculum (synthesizes and organizes information effectively; designs and presents an effective product)		
Technology (uses technology to communicate and display findings in a clear and coherent manner)		

Score	College Readiness Level
18-20	Exceeding College Ready
15-17	College Ready
8-14	Approaching College Ready
0-7	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

Comments:

Choosing the Best Websites to Support Your Argument – Scoring Guide for Individual Work

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

1. Consider arguments and conclusions of self and others.

College Ready Description: Student understands the arguments and conclusions of other students.

Evidence for Scoring: Student listens to each group's presentations and incorporates information they present into their own findings where applicable.

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.

3. Strive for accuracy and precision.

College Ready Description: Student carefully considers multiple sources when investigating websites for credible information.

Evidence for Scoring: Student searches beyond the first three sites they find and revises their list of sources and justifications as new information is presented.

4. Persevere to complete and master tasks.

College Ready Description: Student explores suggested topics, seeking out trustworthy websites that offer accurate and detailed information about the topic.

Evidence for Scoring: Student keeps systematic records of sources and websites to develop a bibliography and creates a presentation that represents his or her searches and the most credible sources available regarding the chosen topic.

E. Work Habits.

1. Work independently.

College Ready Description: Student completes 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).

F. Academic Integrity

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

College Ready Description: Student investigates multiple perspectives and seeks out information about his or her chosen topic.

Evidence for Scoring: Student completes the *Website Evaluation Checklist* handout for each site and carefully weighs the different elements to determine the best, most relevant, and most credible sites.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

5. Analyze textual information critically.

College Ready Description: Student investigates many different resources before deciding which websites offer the most salient information about his or her topic and can effectively gauge a site's strengths and weaknesses.

Evidence for Scoring: If a site includes "expert" information from a particular researcher, leader, etc., the student further researches the person named to see if the expert is truly esteemed in his or her field.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student appropriately and accurately addresses the point of view and credibility of multiple sources through written expression.

Evidence for Scoring: In the critical evaluation, the student clearly articulates a thesis regarding the informational value of a particular website then follows with accurate supporting details substantiating the claim.

C. Research Across the Curriculum

2. Explore a research topic.

College Ready Description: Student investigates their assigned topic and position.

Evidence for Scoring: Student searches for websites that support their assigned position.

4. Evaluate the validity and reliability of sources.

College Ready Description: Student follows a set of criteria to determine the validity and reliability of sources.

Evidence for Scoring: Student uses either the *Website Evaluation Checklist* or the *Evaluating Information on the Internet* handout to identify features that indicate a website's accuracy or reliability and determines whether or not the source is biased, incomplete, or otherwise unreliable.

5. Synthesize and organize information effectively.

College Ready Description: Student gathers and organizes sources and determines the best evidence to support his or her conclusions about each website's credibility.

Evidence for Scoring: Student uses either the *Website Evaluation Checklist* or the *Evaluating Information on the Internet* handout to organize all the relevant information and synthesizes this information to determine credibility.

E. Technology

1. Use technology to gather information.

College Ready Description: Student determines the appropriate search engines and search terms to pinpoint information about a particular topic.

Evidence for Scoring: Student uses targeted search methods to find the most relevant sites.

ENGLISH LANGUAGE ARTS STANDARDS

I. Writing

A.1, 2, 3, 4, 5. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.

College Ready Description: Student determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. Student generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources. Student evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates a thesis. Student recognizes the importance of revision as the key to effective writing; each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. Student edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

Evidence for Scoring: Student composes a 3-4 page analysis that thoroughly explains their reasoning for the three websites they chose and demonstrates reflection on the group presentations while incorporating and/or reacting to the views of others. Student’s essay is polished and reflects revision and a commitment to clear and effective communication and flow. Student’s essay appropriately incorporates source materials and citations.

II. Reading

A.1, 2, 3, 4, 5, 8, 9, 11. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

College Ready Description: Student uses effective reading strategies to determine a written work’s purpose and intended audience. Student uses text features and graphics to form an overview of informational texts and to determine where to locate information. Student identifies explicit and implicit textual information including main ideas and author’s purpose. Student draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. Student analyzes the presentation of information and the strength and quality of evidence used by the author and judges the coherence and logic of the presentation and the credibility of an argument. Student compares and analyzes how generic features are used across texts. Student identifies and analyzes the audience, purpose, and message of an informational or persuasive text. Student identifies,

analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme.

Evidence for Scoring: Student thoroughly examines the websites, using reading strategies to locate key information, summarize the strengths and weaknesses of each site, and draw conclusions about the site's relevance to their topic. Student is able to identify the audience, purpose, and message from reading different areas of each site. Student compares the relevant information from each site and uses this information to evaluate the sites and choose the sites they will recommend to the group.

III. Speaking

B.2. Develop effective speaking styles for both group and one-on-one situations.

College Ready Description: Student participates actively and effectively in group discussions.

Evidence for Scoring: Student is comfortable sharing their ideas with the group, even when their opinion differs from other members of the group. Student speaks in a way that is constructive and invites feedback.

IV. Listening

B.3. Listen effectively in informal and formal situations.

College Ready Description: Student listens actively and effectively in group discussions.

Evidence for Scoring: Student listens closely to each member of the group and responds, when appropriate, in a way that indicates they understand the points each member conveyed. Student listens attentively to each group's presentation.

Choosing the Best Websites to Support Your Argument – Scoring Guide for Group Work

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

KEY COGNITIVE SKILLS

D. Academic Behaviors

4. Persevere to complete and master tasks.

College Ready Description: Group works together to review the data compiled about the sites and to complete the presentation.

Evidence for Scoring: Group works together to review the data compiled about the sites and to complete the presentation. Group is not deterred by conflicting information presented by other groups and rather incorporates this information into their research to improve their final presentation.

E. Work Habits.

2. Work collaboratively.

College Ready Description: Group works together to investigate the explored topic and generate logical solutions even under circumstances of disagreement.

Evidence for Scoring: During discussions and peer review, group members respectfully consider and respond to the opinions of classmates and provide effective feedback.

F. Academic Integrity**2. Evaluate sources for quality of content, validity, credibility, and relevance.**

College Ready Description: Group evaluates information provided by other groups.

Evidence for Scoring: Group checks second-hand information, evaluates sites, and does not rely solely on the assertions of other groups.

FOUNDATIONAL SKILLS**C. Research Across the Curriculum****5. Synthesize and organize information effectively.**

College Ready Description: Student gathers and organizes sources and determines the best evidence to support his or her conclusions about each website's credibility.

Evidence for Scoring: Student uses either the *Website Evaluation Checklist* or the *Evaluating Information on the Internet* handout to organize all the relevant information and synthesizes this information to determine credibility.

6. Design and present an effective product.

College Ready Description: Group effectively prepares an engaging presentation using multimedia or other technological tools to share their findings about credible resources.

Evidence for Scoring: Group may create a PowerPoint presentation to display their chosen websites and reasoning.

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

College Ready Description: Group employs technological tools to construct an effective final presentation.

Evidence for Scoring: Group uses PowerPoint or other means to display their chosen websites and displays their reasoning in a clear, easy-to-understand manner.

Choosing the Best Websites to Support Your Argument – 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
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

Group Work:

Score	Grade		Score	Grade		Score	Grade		Score	Grade
20	100		16	88		12	78		8	70
19	97.5		15	85		11	76.5		7	65
18	95		14	82.5		10	75		6	60
17	92		13	80		9	72.5			