

Comparing Evil: Qualifying Crimes Against Humanity – 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; accepts constructive criticism and revises personal views when valid evidence warrants)		
Reasoning (considers arguments and conclusions of self and others; constructs well-reasoned arguments)		
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 to sources; evaluates sources for quality, validity, credibility, relevance; includes ideas of others, complexities of issue; adheres to ethical codes)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies the intended purpose, audience, key information, and supporting details of the text; analyzes text critically; annotates, summarizes, paraphrases, outlines text when appropriate; connects text to historical/current/personal events)		
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; integrates source material)		
Technology (uses technology to gather information; uses technology to communicate and display findings in a clear and coherent manner; uses technology appropriately)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (analyzes processes that shape human experience; performs chronological reasoning; explores continuity of political ideologies, constitutions, behavior, social groups, organizations; demonstrates problem-solving, decision-making skills)		
Diverse Human Perspectives and Experiences (considers the issues of multicultural societies; analyzes factors that influence personal and group identities)		
Interdependence of Global Communities (demonstrates spatial understanding of global, regional, national, and local communities; analyzes issues on multiple global levels)		
Analysis, Synthesis, and Evaluation of Information (examines sources critically; 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
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.

Comparing Evil: Qualifying Crimes Against Humanity – 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 thoughtfully participates in class discussions about the definition, causes, and possible examples of crimes against humanity. The discussions advance what each student would realize independently.

Evidence for Scoring: Students examines the rise and fall of global issues and can isolate an individual's role and ability to act in differing circumstances. Student then shares opinions with the class and responds thoughtfully to others' ideas.

2. Accept constructive criticism and revise personal views when valid evidence warrants.

College Ready Description: Student identifies conflicting information during a class discussion; is willing to take intellectual risks by investigating novel or unpopular ideas; can articulate a point of view, while providing valid supporting evidence; and can play "devil's advocate" to examine a different viewpoint.

Evidence for Scoring: Student considers the views expressed by peers on the online debate, decides which points are valid, determines what to do if these points change his or her personal perspective, and makes refines viewpoints as needed.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student questions the conclusions of others and uses counterexamples to disprove seemingly inaccurate conclusions. In addition, student sufficiently cites examples to support conclusions.

Evidence for Scoring: A student writing about the atrocities of the Holocaust discovers the existence of French internment camps and decides how this information affects his or her original stance.

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

College Ready Description: Student participates in the discussion, which has a logical structure and is based on facts, on what constitutes a crime against humanity.

Evidence for Scoring: Student's discussion contributions and final essay explore issues raised by culture, environment, expectations, and other factors while addressing the impact of these considerations on the pervasiveness of certain crimes despite people's awareness of them.

D. Academic Behaviors

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

College Ready Description: Student asks questions to check for understanding and clarify information. Student also uses a systematic method for recording and organizing materials and resources.

Evidence for Scoring: Student's discussion, research process, and essay 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 effectively manages his or her time on tasks, demonstrates accurate note taking, uses the appropriate level of detail on tasks, and successfully balances academic and nonacademic activities.

Evidence for Scoring: Student's discussion contributions and final product are well-organized and carefully constructed, illustrating an effective allocation of time and energy.

3. Strive for accuracy and precision.

College Ready Description: Student carefully and correctly collects and reports the required source element. For example, student effectively researches a position using online resources, the library, and/or books salient to the topic and accurately cites the source(s) used for support.

Evidence for Scoring: Student thoughtfully considers the reasons for existence and sometimes acceptance of certain crimes as well as the historical factors that enabled them. All included information is logical and correct.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a final work product that reflects a thorough understanding of the topic and meets all requirements of the assignment. For example, student considers several topic angles while creating a position and states this position with precision and clarity.

Evidence for Scoring: Student work shows attention to detail, complex considerations, and interesting approaches to analysis that lead to a thorough understanding of human atrocities and the relationship to supporting historical, social, and environmental contexts.

E. Work Habits

1. Work independently.

College Ready Description: Student can plan the essays, establish its parameters, and complete the task with minimal supervision. Student also follows directions independently and completes the *Position Paper Prompt* 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 the online debate, the student respectfully considers and responds to the opinions of classmates and provides effective feedback.

F. Academic Integrity

1. Attribute ideas to source materials and people.

College Ready Description: Student recognizes the ideas of others revealed during the group discussion or in a source article and documents them appropriately without taking personal credit for others' work.

Evidence for Scoring: Student effectively incorporates into an essay the views of sources found during research, both within paragraphs and in a works cited page.

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

College Ready Description: Student can determine the most appropriate article to help support his or her position on the stated issue and evaluate the most effective articles used in the discussion.

Evidence for Scoring: Student sifts through various readings and research, decides which points more closely relate to his/her views, and limits the use of texts that are substandard in quality.

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 stated issue by presenting more than one perspective. The student's position paper reflects the complexity of the issue and includes several debatable perspectives, while recognizing the strengths and weaknesses of each position.

Evidence for Scoring: Student's essay includes the perspectives of those comparing the events in Sudan and Darfur while discussing individual beliefs on the consequences of each event. The result includes recommendations for avoiding similar events based on newly drawn conclusions.

4. Understand and adhere to ethical codes of conduct.

College Ready Description: Student writes honestly and clearly about his or her perceptions of the argument's main problem and refers to a peer's reasoning concerning feasibility of a proposed idea with the appropriate citation. Furthermore, the student completes his or her own written work on the issue.

Evidence for Scoring: During online discussion and final position papers, students avoid plagiarism and create work that is appropriate and credible.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

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

College Ready Description: Student predicts the purpose, audience, and importance of their chosen resources and effectively cites them during the group discussion.

Evidence for Scoring: Student identifies the purpose and the intended audience of each resource and successfully refers to these points within the online discussion and final essay.

4. Identify the key information and supporting details.

College Ready Description: Student summarizes the key details (or small, but telling details) in the article and the discussion and analyzes connections between common themes presented in each.

Evidence for Scoring: Student identifies that the way the question is presented is actually too “black and white” because reality is more ambiguous.

5. Analyze textual information critically.

College Ready Description: Student identifies stated and implied assumptions in the chosen article, draws conclusions based on logical reasoning, and uses inductive and deductive reasoning to show how that article supports an important point.

Evidence for Scoring: Student locates, evaluates and uses relevant pieces of research to express important points within the essay. Student also understands when research is lacking, identifies alternative sources, and limits the use of non-beneficial or irrelevant information.

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

College Ready Description: Student submits a final draft that accurately deduces the ideas within the group discussion, summarizes the key articles, and paraphrases participating members’ ideas in a final draft.

Evidence for Scoring: Student knows when to: put references to readings in his/her own words, quote directly, describe overall content, or focus on the big picture of readings. Student also knows how to effectively take notes and organize readings as he/she reads.

8. Connect reading to historical and current events and personal interests.

College Ready Description: Student sufficiently determines how the topic relates to the student’s life and affects daily transactions.

Evidence for Scoring: Student explains how past atrocities relate to the threat of similar situations in current events and includes relevant personal experiences.

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

College Ready Description: Student produces two essays that clearly articulate a message and includes relevant supporting details and examples.

Evidence for Scoring: Students express a main idea pertaining to the topic in the online discussion and final essay. Each piece of the essay is both necessary and connected back to the main idea.

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

College Ready Description: Student collects and organizes information in an orderly and strategic manner.

Evidence for Scoring: Students use quotations, summaries, and paraphrasing from research to support assertions and effectively compile this information into clear, well-organized stances within the online discussion and again in the final position paper.

6. Design and present an effective product.

College Ready Description: Student selects an appropriate format and chooses appropriate language for the selected audience.

Evidence for Scoring: Student adheres to the specific assignment guidelines and pays attention to the audience's needs.

7. Integrate source material.

College Ready Description: Student effectively compiles information from the articles and the discussion and refers to the contributions of classmates and the importance of their statements in an essay, while avoiding issues of plagiarism.

Evidence for Scoring: Student's online comments and essay accurately summarize what he or she discovered about the chosen crime against and clearly identifies the contributions of different sources.

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

College Ready Description: Student uses an online database to access scholarly work on an assigned topic.

Evidence for Scoring: Student uses online and more traditional sources to gather information for the discussion and final essay.

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

College Ready Description: Student uses an online discussion forum to present findings on a topic and negotiate these findings through an interactive format.

Evidence for Scoring: Student's voice in the online discussion is appropriate, clear and representative of the topic and chat discussion board environment. Student decides which information to portray graphically in this format and makes conscious presentation choices in the final essay (graph, chart, spreadsheet, icon, or other explanatory graphics).

4. Use technology appropriately.

College Ready Description: Student explains how technology is a useful and effective tool, identifies when technology may be insufficient at communicating findings, and formulates ways to communicate with and without technology all as part of the discussion.

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. Finally, student notices the differences between online and in-person discussions and adjusts this or her responses accordingly.

SOCIAL STUDIES STANDARDS**I. Interrelated Disciplines and Skills****A.3. Spatial analysis of physical and cultural processes that shape the human experience.**

College Ready Description: Student analyzes how physical and cultural processes have shaped human communities over time.

Evidence for Scoring: Student sees how cultural, environmental, and geographic factors contribute to the uprising and sustainability of a crime against humanity.

B.3. Periodization and chronological reasoning.

College Ready Description: Student analyzes causes and effects of major political, economic and social changes in U.S. and world history.

Evidence for Scoring: Student identifies how times may change but human responses and the conditions leading to crimes against humanity remain the same, although certain time periods affect the pervasiveness of these crimes.

C.2, 3. Change and continuity of political ideologies, constitutions, and political behavior.

College Ready Description: Student evaluates different governmental systems and functions. Student explains and analyzes the importance of civic engagement.

Evidence for Scoring: Student is able to discuss the effects of governmental change and function on the existence of genocide or other humanity crimes and the ways these entities affect behavior in people's willingness to get involved in the outcome. Student can also discuss and present the political legacy of these crimes convincingly in an online discussion and individual essay.

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

College Ready Description: Student identifies and evaluates the sources and consequences of social conflict.

Evidence for Scoring: Student identifies how social conflicts contribute to the uprising and sustainability of certain crimes against humanity.

F.2. Problem-solving and decision-making skills.

College Ready Description: Student analyzes ethical issues in historical, cultural, and social contexts.

Evidence for Scoring: Student conducts independent research using collected primary and secondary sources to support his or her position in an online debate and craft an individual essay that nominates one crime against humanity as the "worst" of its kind.

II. Diverse Human Perspectives and Experiences

A.2. Multicultural societies.

College Ready Description: Student evaluates the experiences and contributions of diverse groups to multicultural societies.

Evidence for Scoring: Student identifies how differences in major and minor controlling groups contribute to the uprising and sustainability of certain crimes against humanity.

B.1, 3, 4, 6. 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 and analyzes how individual and group identities are established and change over time. Student also analyzes diverse religious concepts, structure, and institutions around the world. Student evaluates how major philosophical and intellectual concepts influence human behavior or identity.

Evidence for Scoring: Student identifies how factors that distinguish certain groups of people from others, giving one a sense of power over another, contribute to the uprising and sustainability of certain crimes against humanity.

III. Interdependence of Global Communities

A.1. Spatial understanding of global, regional, national, and local communities.

College Ready Description: Student distinguishes spatial patterns of human communities that exist between or within contemporary political boundaries.

Evidence for Scoring: Student identifies how the idea of community (who's in and who's out) contributes to the uprising and sustainability of a crime against humanity.

B.1. Global analysis.

College Ready Description: Student applies social studies methodologies to compare societies and cultures.

Evidence for Scoring: Student identifies how the world's perceptions of and response to affect the existence and sustainability of certain crimes against humanity.

IV. Analysis, Synthesis, and Evaluation of Information

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

College Ready Description: Student identifies and analyzes the main idea and point of view of sources, 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 effectively combines information from a variety of sources into an interesting, well-analyzed online discussion and essay response.

B.4. Research and methods.

College Ready Description: Student identifies and collects sources.

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.

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 online and written analysis 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 communication techniques depending on the context and uses conventions of standard written English.

Evidence for Scoring: Student's messages in the online discussion and final essay 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 includes in-text citations and a Works Cited page in their report.

Comparing Evil: Qualifying Crimes Against Humanity – 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
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			