

**Data Driven – 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
<b>Reasoning</b> (constructs well-reasoned arguments to explain phenomena, validate conjectures, support positions; supports or modifies claims based on inquiry)		
<b>Academic Behaviors</b> (self-monitors learning needs and seeks assistance when needed; uses good study habits; strives for accuracy and precision; perseveres to complete and master tasks)		
<b>Work Habits</b> (works independently)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
<b>Writing Across the Curriculum</b> (writes clearly and coherently using standard writing conventions)		
<b>Research Across the Curriculum</b> (designs and presents an effective product)		
MATHEMATICS STANDARDS	Student's Self-Assessment	Instructor's Score
<b>Measurement Reasoning</b> (computes and uses measures of center and spread to describe data; applies probabilistic measures to practical situations to make an informed decision)		

Score	College Readiness Level
21-24	Exceeding College Ready
18-20	College Ready
9-17	Approaching College Ready
0-8	Initiating College Ready

**Total Score:** \_\_\_\_\_**Grade:** \_\_\_\_\_

See Scoring Guide for grade conversion chart.

**Comments:**

**Data Driven – 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
<b>Intellectual Curiosity</b> (engages in scholarly inquiry and dialogue)		
<b>Reasoning</b> (constructs well-reasoned arguments to explain phenomena, validate conjectures, support positions)		
<b>Academic Behaviors</b> (strives for accuracy and precision; perseveres to complete and master tasks)		
<b>Work Habits</b> (works collaboratively)		
FOUNDATIONAL SKILLS	Group's Assessment	Instructor's Score
<b>Reading Across the Curriculum</b> (identifies the key information and supporting details)		
<b>Use of Data</b> (identifies patterns and departures from patterns among data; uses statistical and probabilistic skills for planning, collecting, analyzing, interpreting data)		

Score	College Readiness Level
21-24	Exceeding College Ready
18-20	College Ready
9-17	Approaching College Ready
0-8	Initiating College Ready

**Total Score:** \_\_\_\_\_**Grade:** \_\_\_\_\_

See Scoring Guide for grade conversion chart.

**Comments:**

## Data Driven – 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

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

*College Ready Description:* Student effectively constructs a report, including hypothesis, data, results, and conclusions.

*Evidence for Scoring:* Student includes her or his preliminary recommendation and then follows that up with a discussion of why she or he did or did not change it after analyzing the data.

##### 4. Support or refine claims based on the results of an inquiry.

*College Ready Description:* Student thoughtfully refines his or her recommendation after analyzing the income data.

*Evidence for Scoring:* Student who originally recommended Harpoon Boats because of the high summer salary changes her or his recommendation after determining that the means are nearly identical but the standard deviation is much smaller for Angler Heaven.

#### 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:*

##### 3. Strive for accuracy and precision.

*College Ready Description:* Student accurately produces charts, graphs and diagrams, including scale, labeling, units, and organization.

*Evidence for Scoring:* Student creates a bar graph that accurately reflects the relative monthly incomes for both dealerships.

**4. Persevere to complete and master tasks.**

*College Ready Description:* Student perseveres until the task is completed, even though the assignment is open-ended.

*Evidence for Scoring:* Student carefully weighs the data and analysis and makes a final recommendation, even though his or her information is incomplete and there is no “right” answer.

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

*College Ready Description:* Student shows ability to work independently to develop ideas.

*Evidence for Scoring:* Student works independently to complete the report.

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

*College Ready Description:* Student correctly and effectively uses symbols, diagrams, graphs, and words to communicate his or her recommendations and arguments.

*Evidence for Scoring:* Student accurately refers to the statistical evidence to support his or her recommendation.

**C. Research Across the Curriculum****6. Design and present an effective product.**

*College Ready Description:* Student determines the best order for presenting major and minor points. Student designs a report using appropriate graphics.

*Evidence for Scoring:* Student presents the statistical findings before considering reasons to override them. Student includes a box-and-whisker plot in the report as graphical

**MATHEMATICS STANDARDS****IV. Measurement Reasoning****D.1, 2. Measurement involving statistics and probability.**

*College Ready Description:* Student computes and uses measures of center and spread to describe data. Student applies probabilistic measures to practical situations to make an informed decision.

*Evidence for Scoring:* Student computes, compares, and interprets measures of variability. Student calculates the mean and median monthly sales for each boat dealership.

## Data Driven – 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

#### A. Intellectual Curiosity

##### 1. Engage in scholarly inquiry and dialogue.

*College Ready Description:* Group demonstrates a clear understanding of the problem by working to find measures of central tendency and spread as an aid to choosing between the jobs. Group considers external factors not present in the data to assist with decision-making. Group considers the presentations by others.

*Evidence for Scoring:* Group correctly computes both the mean and the median of the two datasets as well as their standard deviation. Group considers cost of living before making a recommendation.

#### B. Reasoning

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

*College Ready Description:* Group thoughtfully participates in a class discussion based on the data and provides a preliminary recommendation for Rodney.

*Evidence for Scoring:* Group recommends the Whalebone position on the grounds that the extremely high summer income would more than make up for the slow winter months.

#### D. Academic Behaviors

##### 3. Strive for accuracy and precision.

*College Ready Description:* Group accurately produces charts, graphs, and diagrams, including scale, labeling, units, and organization.

*Evidence for Scoring:* Group creates a bar graph that accurately reflects the relative monthly incomes for both dealerships.

##### 4. Persevere to complete and master tasks.

*College Ready Description:* Group perseveres until the task is completed, even though the assignment is open-ended.

*Evidence for Scoring:* Group carefully weighs the data and analysis and makes a final recommendation, even though their information is incomplete and there is no “right” answer.

#### E. Work Habits

##### 2. Work collaboratively.

*College Ready Description:* Group is engaged in working in small groups to investigate the problem.

*Evidence for Scoring:* Group actively participates in the discussion and listens to his or her peers.

**FOUNDATIONAL SKILLS****A. Reading Across the Curriculum****4. Identify the key information and supporting details.**

*College Ready Description:* Group correctly identifies and defines the key terminology from the assignment.

*Evidence for Scoring:* Group understands what is meant by “statistical evidence” in the statement of the problem.

**D. Use of Data****1. Identify patterns or departures from patterns among data.**

*College Ready Description:* Group correctly identifies patterns from multiple representations of sales figures.

*Evidence for Scoring:* Group recognizes the wide variability in the Harpoon Boats data by looking at the box-and-whisker plot.

**2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.**

*College Ready Description:* Group accurately creates representations of monthly sales data. Group draws reasonable conclusions after careful analysis of the data.

*Evidence for Scoring:* Group creates bar graphs to scale and with axes clearly labeled. Group interprets the box-and-whisker plot and concludes that Rodney could expect a more consistent monthly salary at Angler Haven, and at Harpoon Boats his potential income would fluctuate greatly from month to month.

## Data Driven – 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:

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
24	100		19	88		14	78		9	70
23	98		18	85		13	76.5		8	66
22	96.5		17	83		12	75		7	63
21	95		16	81.5		11	73		6	60
20	92		15	80		10	71.5			