

Desegregation: Fact or Myth? – 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 (gathers evidence to support arguments, findings, or lines of reasoning)		
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)		
Academic Integrity (attributes ideas and information to source materials)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies key information and supporting details; analyzes textual information critically)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (explores a research topic; synthesizes and organizes information effectively; designs and presents an effective product; integrates source material)		
Technology (uses technology to gather information)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (demonstrates chronological reasoning; explores the change and continuity of political ideologies, constitutions, political behavior, social groups, civic organizations, and institutions; demonstrates problem-solving and decision-making skills)		
Diverse Human Perspectives and Experiences (analyzes the issues of multicultural societies; explores factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status).		
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
46-52	Exceeding College Ready
39-45	College Ready
20-38	Approaching College Ready
0-19	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Desegregation: Fact or Myth? – 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 desegregation that advance what each student would realize independently.

Evidence for Scoring: By researching the history, causes and consequences of desegregation, student discerns the impact of this event, shares that impact with the class, and responds thoughtfully to others' ideas.

B. Reasoning

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

College Ready Description: Student conducts sufficient research using varied, relevant sources. For example, the student uses sources that include personal accounts that might be found at the Moorland-Spingarn Research Center website as well as information from reliable scholarly works.

Evidence for Scoring: Student's research includes primary and secondary sources that tease out the nuances of desegregation and add sophistication to the analysis of the event and its implications.

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 collects and reports information carefully and correctly, eliminating irrelevant information as necessary. For example, the student includes and accurately summarizes the key contributions made by Stokely Carmichael to the Civil Rights Movement.

Evidence for Scoring: Student thoughtfully considers varied aspects of desegregation. All included information is logical and correct.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a completed project following the guidelines required by the instructor. For example, the student completes a magazine cover that illustrates the key components of the Voting Rights Act and drafts an essay that clearly communicates the significance of the act, supported by strong research.

Evidence for Scoring: Student work shows attention to detail, complex considerations, interesting approaches to analysis, and a thorough understanding of desegregation.

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

College Ready Description: Student can plan a magazine cover, timeline and essay, establish the project parameters, and complete the tasks 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).

F. Academic Integrity**1. Attribute ideas and information to source materials and people.**

College Ready Description: Student adequately documents the works of others, giving credit where credit is due and never claiming credit for work that is not his or her own. For example, in citing information about Jackie Robinson integrating major league baseball in the late 1940s, the student accurately indicates the source of any quoted material.

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.

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

College Ready Description: Student thoroughly summarizes the major points of his or her research and includes supporting examples and illustrations.

Evidence for Scoring: Student accurately summarizes Executive Order 9981 and its effect in eliminating segregation in the armed forces.

5. Analyze textual information critically.

College Ready Description: Student draws conclusions based on evidence from the text. For example, the student researches the life of Sidney Poitier and determines that his winning the Academy Award for best actor represented a significant milestone in civil rights and desegregation because no African American had ever won this award before.

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.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student crafts an essay that clearly articulates a position about the significance of a person or event and cites relevant evidence and examples in a logical progression. For example, the student discusses the impact of the Montgomery Bus Boycott, beginning with the arrest of Rosa Parks through the federal ruling of *Browder v. Gayle*. Student uses proper citation conventions, grammar, mechanics, punctuation, and spelling.

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

C. Research Across the Curriculum

2. Explore a research topic.

College Ready Description: Student accurately identifies the most significant aspects of an event or in the life of a person in changing the American perspective on civil rights. For example, the student includes the important progression of events in the proposal, passage, and enactment of the 24th Amendment, prohibiting poll taxes, that had been a barrier for many African Americans wishing to vote in federal and state elections.

Evidence for Scoring: Student fully describes events leading up to desegregation, explores the consequences of decisions made during this time, and examines the impact of the surrounding events on today's society.

5. Synthesize and organize information effectively.

College Ready Description: Student determines what evidence best supports conclusions about the significance of an event or person. For example, in researching and reporting on the impact of President Lyndon Johnson on civil rights legislation, the student focuses on his role in passing the Civil Rights Act of 1964 and eliminates information about his presidential campaign.

Evidence for Scoring: Students use quotations, summaries, and paraphrasing from research to support assertions and effectively compile this information into clear, well-organized reflection activities and a final position paper.

6. Design and present an effective product.

College Ready Description: Student designs a magazine cover using headings and graphics appropriate to the task. For example, the student creates a magazine cover depicting Rosa Parks refusing to give up her seat on a Montgomery bus and headings, "Civil Disobedience," "Activism," and "Montgomery Bus Boycott." Student determines a logical and effective order for presenting major and minor points regarding a significant event or person in the path of civil rights and desegregation. For example, in presenting research on the case of *Loving v. Virginia*, the student articulates the facts of the case, followed by the court's decision, and concludes with later implications of the ruling.

Evidence for Scoring: Student's final product is engaging, thoughtful, deeply analytical, well-supported, on-task, and produces mindful results with an interesting visual presentation.

7. Integrate source material.

College Ready Description: Student effectively integrates source materials into text by accurately summarizing, paraphrasing, and quoting. For example, student includes moving quotations by individuals in the entry about President Truman’s issuance of Executive Order 9981.

Evidence for Scoring: Student sifts through various readings, selects related and supportive points, and limits the use of substandard quality texts. Student also adds appropriate information as argumentative evidence for argument, citing sources when necessary.

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

College Ready Description: Student effectively uses a variety of technological formats to access information. For example, student uses a combination of scholarly and government websites to access textual and visual information for the magazine cover and essay.

Evidence for Scoring: Student uses computers to conduct research and create a magazine cover, a timeline and an essay. Student also acknowledges differences between visual and written images and understands the correct uses for each.

SOCIAL STUDIES STANDARDS**I. Interrelated Disciplines and Skills****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 understands the impact of the time period in question, including the political, economic, and social influences on today’s society.

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 is able to discuss the effects of governmental and political change and function during the time periods in question. Student can also discuss and present the political legacy of these periods convincingly in a report.

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 the social forces that influenced desegregation and discusses the repercussions of this entity on certain groups, organizations and institutions.

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 effectively locates, evaluates and includes research to present a thoughtful, engaging, and deeply-processed final product.

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 discusses qualities, influences, and experiences of multiculturalism in the final essay and shows the reasons behind and consequences of unequal treatment of a minority group by a majority.

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 discusses and presents information showing a careful analysis of the factors that influence human behavior and identity and shows how these factors influence desegregation.

IV. Analysis, Synthesis, and Evaluation of Information

A.1, 3. 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. Student evaluates sources from multiple perspectives.

Evidence for Scoring: Student effectively combines information from a variety of sources into an interesting, well-analyzed reflection response and essay.

B.3, 4. Research and methods.

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

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

Evidence for Scoring: Student presents an interesting, thoughtful magazine cover, timeline and essay 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 message in the magazine cover, timeline and final essay is 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: During discussion, timeline and magazine cover creation, and the final essay, student avoids plagiarism, appropriately cites sources, and creates work that is appropriate and credible.

Desegregation: Fact or Myth? – 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
52	100		42	88		32	80		22	72
51	99.5		41	87		31	79		21	71
50	99		40	86		30	78		20	70
49	98		39	85		29	77		19	68
48	97		38	84.5		28	76		18	66
47	96		37	84		27	75.5		17	64
46	95		36	83.5		26	75		16	62
45	94		35	83		25	74.5		15	60
44	92		34	82		24	74			
43	90		33	81		23	73			