

Evaluating Art: What’s Your Favorite Movie? – 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 (accepts constructive criticism and revises personal views when valid evidence warrants)		
Reasoning (considers arguments and conclusions of self and others)		
Work Habits (works independently; works collaboratively)		
FOUNDATIONAL SKILLS	Student’s Self-Assessment	Instructor’s Score
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions; composes and revises drafts)		
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 (compares and analyzes how generic features are used across texts; identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme; describes insights gained about him or herself, others, or the world from reading specific texts)		
Speaking (participates actively and effectively in one-on-one oral communication situations and group discussions)		
Listening (listens critically and responds appropriately to presentations)		

See reverse for
comments.

Score	College Readiness Level
28-32	Exceeding College Ready
24-27	College Ready
12-23	Approaching College Ready
0-11	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Evaluating Art: What’s Your Favorite Movie? – 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

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

College Ready Description: Student carefully examines alternative points of view.

Evidence for Scoring: Student accepts constructive critiques of letter and essay and effectively incorporates suggestions during the drafting process.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student identifies counterexamples to his/her position. Student questions whether the claims of others are supported by evidence.

Evidence for Scoring: Student notes the arguments of classmates and refers to the class discussion in their summary paragraph. Student identifies counterpoints and refutes them in both their essay and letter.

E. Work Habits

1. Work Independently.

College Ready Description: Student completes individual portions of assignment independently and efficiently.

Evidence for Scoring: Student completes their top-10 list in the allotted time.

2. Work collaboratively.

College Ready Description: Student engages with others during class discussions.

Evidence for Scoring: Student actively listens to classmates during class discussions, responds to their points with clear critiques, and accepts their feedback.

FOUNDATIONAL SKILLS

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student appropriately and accurately addresses the opinions of multiple perspectives through written expression. Student uses proper grammar, mechanics, punctuation, and spelling, with few or no errors.

Evidence for Scoring: In the critical essay, the student clearly articulates a thesis then follows with accurate supporting details substantiating the claim.

3. Compose and revise drafts.

College Ready Description: Student engages in the writing process to enhance his or her letter and essay, incorporating others’ critiques into the final product. Student fully edits text for correct spelling, capitalization, punctuation, word use, and for appropriate tense and voice.

Evidence for Scoring: After completing the first draft, the student gathers feedback to strengthen his or her speech and makes changes to improve the speech, carefully considering the suggestions of peers.

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 persuasive letter thoroughly explains their reasoning for their favorite movie and demonstrates reflection on the group presentations while incorporating and/or reacting to the views of others. Student’s essay reflects revision, a thorough understanding of the class’s consensus on ‘greatness’, and a commitment to clear and effective communication and flow. Student’s essay appropriately incorporates source materials and citations.

II. Reading**A.8, 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 compares and analyzes how generic features are used across texts. 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 their chosen films to draw conclusions about the connections of each film to the idea of greatness. Student demonstrates an understanding of the different rhetorical devices necessary to persuade a reader to like a movie versus those used to defend a movie’s ‘greatness’.

D.1. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.

College Ready Description: Student describes insights gained about him or herself, others, or the world from reading specific texts.

Evidence for Scoring: Student’s letter indicates an understanding of their personal preferences and the ideas that inform them. Student’s essay reflects a personal connection between the student’s preferences and the class’s consensus on greatness.

III. Speaking

B.1, 2. Develop effective speaking styles for both group and one-on-one situations.

College Ready Description: Student participates actively and effectively in one-on-one oral communication situations and group discussions.

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

IV. Listening

B.1. Listen effectively in informal and formal situations.

College Ready Description: Student listens critically and responds appropriately to presentations.

Evidence for Scoring: Student listens attentively to other students’ ideas and responds, when appropriate, in a way that indicates they understand the points conveyed.

Evaluating Art: What’s Your Favorite Movie? – 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
32	100		25	87.5		18	78		11	68
31	99		24	85		17	76.5		10	66
30	98		23	84		16	75		9	63
29	96.5		22	83		15	74		8	60
28	95		21	81.5		14	73			
27	92.5		20	80		13	71.5			
26	90		19	79		12	70			