

Examining Strength of Party Affiliation – 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 (considers arguments and conclusions of self and others; constructs well-reasoned arguments)		
Problem Solving (analyzes the situation to identify the problem to be solved; collects evidence and data systematically and directly related to solving a problem)		
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 info to sources; understands and adheres to ethical codes of conduct)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (uses effective prereading strategies; analyzes textual information critically)		
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)		
Use of Data (identifies patterns or departures from patterns among data)		
Technology (uses technology to gather information)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (performs chronological reasoning; explores the continuity of ideologies, organizations, institutions; exercises problem-solving, decision-making skills)		
Diverse Human Perspectives and Experiences (evaluates factors that influence personal and group identities, e.g., race, ethnicity, gender, nationality, affiliation, socioeconomic status)		
Analysis, Synthesis, and Evaluation of Information (performs critical examinations of all sources; 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
53-60	Exceeding College Ready
45-52	College Ready
23-44	Approaching College Ready
0-22	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

Examining Strength of Party Affiliation – 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 systematically conducts detailed investigation of data about the 1952–2004 elections to determine trends in political partisanship among different demographic groups.

Evidence for Scoring: Student discovers that the percentage of women who considered themselves to be strongly partisan increased from 29% in 1992 to 38% in 2004.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student cites information that supports his or her analysis of the trends in political partisanship. Student effectively applies logic to hypothesize about possible reasons for demographic trends he or she identifies.

Evidence for Scoring: Student cites data from a table at the American National Election Studies website that shows that the percentage of black voters who were strongly partisan increased from 36% in 1952 to 57% in 1968; while during the same years, the percentage of white voters who were strongly partisan remained nearly unchanged. Student uses his or her knowledge of American history to hypothesize that black voters became strongly partisan during the Civil Rights movement.

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

College Ready Description: Student puts forth a persuasive argument, backed by sufficient evidence, to support his or her advice to a political party about what that party should do to gain or keep loyalty among members of a demographic group. Student advances a logical conclusion clearly based in research and data analysis rather than opinion.

Evidence for Scoring: Student uses data about gender and political party loyalty to advise Republicans that they will need to work hard to gain support among women, who overwhelmingly identify themselves as Democrats. Student bases his or her recommendation to Republicans that they will need to work hard to gain support among women on data collected by Gallup from 2000 to 2009, which shows that throughout those years more women identified as Democrats than as Republicans.

C. Problem Solving

1. Analyze the situation to identify the problem to be solved.

College Ready Description: Student demonstrates adequate recognition of the scope of a complex issue. Student effectively breaks the complex task of determining and explaining fluctuations in partisanship into component tasks that can be undertaken separately.

Evidence for Scoring: Student recognizes that although, overall, black voters became more partisan between 1952 and 1968, there were ups and downs in partisanship during those years, which do not

discredit the trend as a whole. Student chooses to focus on partisanship and income, locates and studies the data on a table, identifies patterns and changes, and uses a history textbook to hypothesize about the reasons for the trends.

3. Collect evidence and data systematically and directly related to solving a problem.

College Ready Description: Student systematically collects adequate data related to partisanship to identify trends and make suggestions to party leaders about a course of action.

Evidence for Scoring: Student studies a graph that shows political party affiliation according to age, comes to the conclusion that support for Democrats is strongest among baby boomers and advises Democrats about how best to maintain that support.

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 report 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 breaks down the research and essay into manageable sections, and then structures her time appropriately during the completion of these projects.

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 gathers evidence and takes accurate and precise notes to study the strength of party affiliation over time.

Evidence for Scoring: Student accurately records data from the American National Election Studies website that shows gender and party loyalty to examine it for trends.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a final project that reflects adequate understanding of political parties and party loyalty over time and meets all the requirements of the assignment.

Evidence for Scoring: Student uses data he or she has gathered to show that as the 2000s progressed, men tended to increasingly identify themselves as independents. Student uses that data to recommend to Republicans that they pursue policies that will attract independent voters in order to gain men's support.

E. Work Habits

1. Work independently.

College Ready Description: Student can plan an essay, establish its parameters, and complete a task 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 work of others, giving credit where credit is due and never claiming credit for work that is not his or her own.

Evidence for Scoring: Student properly cites news articles he or she read that summarized demographic data and helped the student interpret the data he or she collected.

4. Understand and adhere to ethical codes of conduct.

College Ready Description: Student avoids misrepresentation or misleading use of information.

Evidence for Scoring: Student accurately states that 41% of women identified as Democrats in the first quarter of 2009, rather than possibly misleading a reader by saying that “nearly half” of women identified as Democrats.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

1. Use effective prereading strategies.

College Ready Description: Student scans headlines, graphics, and captions to form an overview of a text.

Evidence for Scoring: Student reads the headline and the first paragraph of an article on the Gallup website and looks at the graphs and captions to clarify that he or she will be reading about gender and political party identification.

5. Analyze textual information critically.

College Ready Description: Student correctly identifies and excludes conclusions unsupported by sufficient evidence in researched informational texts. Student correctly identifies stated and implied assumptions as well as common misconceptions in researched informational texts.

Evidence for Scoring: Student includes information about the Equal Rights Amendment when writing about partisanship based on gender but decides not to include that information when writing about partisanship based on geographic location because it is not directly related to geography and party identification. Student recognizes that he or she cannot draw conclusions about the long-term based on data about party identification gathered in the first quarter of 2009.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student provides a report that clearly articulates a message and includes relevant supporting details and examples. Student uses appropriate terminology and data expression to communicate information in a concise manner. Student decides that rather than report a lot of numerical data in paragraph form he or she will present that data in a table so that a reader can more easily access

the information. Student uses proper grammar, mechanics, punctuation, and spelling, with few or no errors.

Evidence for Scoring: Student follows the assignment guidelines by first summarizing the fluctuations of the political party since 1952, then reporting on the trends he or she identified, and finally, using that data to make suggestions to the political party about a course of action.

C. Research Across the Curriculum

5. Synthesize and organize information effectively.

College Ready Description: Student selects adequate evidence to fully support his or her suggestions about what actions the Republican Party should take to gain women adherents. Student organizes information in an orderly manner. Student's report follows each suggestion with a chart that shows the data that led to that suggestion.

Evidence for Scoring: Student uses data that show that more women have consistently identified as Democrats than as Republicans since 2000 to suggest that Republicans conduct research into the issues that most concern women and begin to address those issues.

6. Design and present an effective product.

College Ready Description: Student uses tables and graphs when doing so will facilitate a reader's understanding. Student follows all the specifications of the assignment.

Evidence for Scoring: Student makes a line graph to show strength of partisanship over time but uses a table to show the partisanship of a specific demographic group during that time. Student's final report includes a summary of a political party's ups and downs over the past 60 years, data about a specific demographic group's affiliation with that party, and suggestions to party leaders about what action to take based on that data.

D. Use of Data

1. Identify patterns or departures from patterns among data.

College Ready Description: Student adequately identifies relevant trends in data about the strength of party affiliation over time.

Evidence for Scoring: Student sees that between 2000 and 2004, a greater percentage of women than men identified themselves as strongly partisan.

E. Technology

1. Use technology to gather information.

College Ready Description: Student uses the Internet to thoroughly research strength of party affiliation over time.

Evidence for Scoring: Student locates at least three scholarly or government websites that provide demographic data about partisanship.

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 periods 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.1, 2. Change and continuity of social groups, civic organizations, institutions, and their interaction.

College Ready Description: Student identifies different social groups and examines how they form and how they sustain themselves. Student defines the concept of political socialization and analyzes the role socialization plays in human development and behavior.

Evidence for Scoring: Student identifies the social forces that influence party creation and affiliation and the repercussions of membership on certain groups, organizations and institutions.

F.1, 2. Problem-solving and decision-making skills.

College Ready Description: Student uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly. 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

B.4, 6. Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status).

College Ready Description: Student evaluates how major philosophical and intellectual concepts influence human behavior or identity. Student analyzes how individual and group identities are established and change over time.

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 party affiliation.

IV. Analysis, Synthesis, and Evaluation of Information

A.1, 4, 6. 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 understands the difference between a primary and secondary source and uses each appropriately. Student reads research data critically.

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 identifies and collects sources. Student gathers, organizes, and displays the results of data and research.

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. Student recognizes and evaluates counterarguments.

Evidence for Scoring: Student presents an interesting, thoughtful analysis based on research that says something fresh about the topic and shows deep deliberation.

V. Effective Communication

A.2. Clear and coherent oral and written communication.

College Ready Description: Student uses conventions of standard written English.

Evidence for Scoring: Student's message in the report is easily understood because the information flows well and is mechanically/structurally correct.

B. Academic integrity.

College Ready Description: Student attributes ideas and information to source materials and authors.

Evidence for Scoring: During discussion and the report, student avoids plagiarism, appropriately cites sources, and creates work that is appropriate and credible.

Examining Strength of Party Affiliation – 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
60	100		49	91		38	80		27	73.5
59	99.5		48	90		37	79.5		26	73
58	99		47	88.5		36	79		25	72
57	98.5		46	86		35	78.5		24	71
56	98		45	85		34	78		23	70
55	97		44	84.5		33	77.5		22	68
54	96		43	84		32	77		21	66
53	95		42	83.5		31	76		20	64
52	94		41	83		30	75		19	62
51	93		40	82		29	74.5		18	60
50	92		39	81		28	74			