

Exploring a College Textbook – 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
Reasoning (gathers evidence to support arguments, findings, or lines of reasoning)		
Academic Behaviors (strives for accuracy and precision; perseveres to complete and master tasks)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (uses effective prereading strategies; uses a variety of strategies to understand the meanings of new words; identifies the key information and supporting details; analyzes textual information critically; adapts reading strategies according to structure of texts)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (synthesizes and organizes information effectively)		
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 (uses text features and graphics to form an overview of informational texts and to determine where to locate information; analyzes the quality of evidence used by the author; judges the credibility of an argument)		
Speaking (participates actively and effectively in group discussions)		
Listening (listens actively and effectively in group discussions)		

See reverse for
comments.

Score	College Readiness Level
32-36	Exceeding College Ready
27-31	College Ready
13-26	Approaching College Ready
0-12	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Exploring a College Textbook – 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

B. Reasoning

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

College Ready Description: Student uses information from sources to support claims.

Evidence for Scoring: Student's analysis incorporates sections of the text; claims about features and functions of the text are supported by quotes.

D. Academic Behaviors

3. Strive for accuracy and precision.

College Ready Description: Student systematically investigates a college-level textbook, taking notes on attributes included in the book.

Evidence for Scoring: Student's analysis reflects revisions from initial ideas on the *Exploring A College Textbook Worksheet* handout as well as incorporation of classmates' ideas from group discussions.

4. Persevere to complete and master tasks.

College Ready Description: Student completes the assignment thoroughly and in a timely fashion.

Evidence for Scoring: Student thoroughly completes the review of a college textbook, taking careful notes on the *Exploring a College Textbook Worksheet* handout and using it to write a thorough and thoughtful final analysis of the text.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

1. Use effective prereading strategies.

College Ready Description: Student uses the textbook features to make predictions and form an overview of the text.

Evidence for Scoring: Student does not read straight through the text but rather follows the outline suggested by the Student Notes to familiarize themselves with the text before reading further.

2. Use a variety of strategies to understand the meanings of new words.

College Ready Description: Student uses context clues or breaks the words into parts to determine the meaning of unfamiliar words specific to the academic subject.

Evidence for Scoring: Student uses the Glossary, other reference sources, and contextual clues in the text to ascertain the meanings of unfamiliar words.

4. Identify the key information and supporting details.

College Ready Description: Student identifies the message and main ideas from the text as well as important pieces of supporting text.

Evidence for Scoring: Student identifies the title page, introduction, chapter outlines, and summaries as excellent sources for locating key information in a textbook.

5. Analyze textual information critically.

College Ready Description: Student thoroughly examines how the textbook is constructed and scrutinizes key features to determine how it differs from a high school text. Student questions the text throughout his or her examination.

Evidence for Scoring: Student determines if the information included is written in a clear, accessible manner or rather, is intended for those readers with specialized knowledge of the subject matter.

7. Adapt reading strategies according to structure of texts.

College Ready Description: Student adjusts reading strategies in cases where the text seems confusing.

Evidence for Scoring: Student uses techniques like utilizing the glossary, rereading difficult passages, or self-questioning to better understand the information presented.

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

College Ready Description: Student follows the instructions in the Student Notes section to compose a thoughtful and thorough analysis. Student uses proper grammar, mechanics, punctuation, and spelling, with few or no errors.

Evidence for Scoring: Student constructs a cogent critique of the text, based on information included in the *Exploring a College Textbook Worksheet* handout.

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

College Ready Description: Student takes notes during group discussions and uses the *Exploring a College Textbook Worksheet* handout to organize their thoughts about the textbook.

Evidence for Scoring: Student presents a thorough analysis of the textbook by describing its usefulness, supporting his or her claims with proper evidence, and synthesizing his or her experience exploring the book.

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 composes a 2-page analysis that thoroughly answers the questions in the prompt, incorporates their responses to the *Exploring a College Textbook Worksheet* handout, and demonstrates reflection on the group discussion by incorporating and/or reacting to the views of others. Student’s essay is polished and reflects revision and a commitment to clear and effective communication and flow. Student’s essay appropriately incorporates source materials and citations.

II. Reading

A. 2, 5. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

College Ready Description: Student uses text features and graphics to form an overview of informational texts and to determine where to locate information. Student analyzes the presentation of information and the strength and quality of evidence used by the author and judges the coherence and logic of the presentation and the credibility of an argument.

Evidence for Scoring: Student uses reading strategies to locate key information, summarize the content as well as strengths and weaknesses of the textbook, and draw conclusions about the textbook’s full contents. Student is able to identify the audience, purpose, and message from reading different areas of the textbook. Student’s essay evaluates the structure and main arguments made by the textbook.

III. Speaking

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

College Ready Description: Student participates actively and effectively in group discussions.

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

IV. Listening

B.3. Listen effectively in informal and formal situations.

College Ready Description: Student listens actively and effectively in group discussions.

Evidence for Scoring: Student listens closely to each member of the group and responds, when appropriate, in a way that indicates they understand the points each member conveyed.

Exploring a College Textbook – 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
36	100		28	87		20	77		12	68
35	99		27	85		19	76		11	66
34	98		26	84		18	75		10	64
33	96.5		25	83		17	74		9	62
32	95		24	81.5		16	73		8	60
31	93		23	80		15	72			
30	91		22	79		14	71			
29	89		21	78		13	70			