

Music: A Sign of the Times – 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)		
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; works collaboratively)		
Academic Integrity (attributes ideas and info to sources; evaluates sources for quality of content, validity, credibility, relevance; understands and adheres to ethical codes of conduct)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies the purpose, audience, key information, supporting details; analyzes textual information critically; annotates, summarizes, paraphrases when necessary; adapts reading strategies; connects reading to historical, cultural, personal events)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions; composes and revises drafts)		
Research Across the Curriculum (evaluates the validity and reliability of sources; synthesizes and organizes information effectively; designs and presents an effective product)		
Technology (uses technology to gather information; uses technology appropriately)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (analyzes physical and cultural process that shape human experience; performs chronological reasoning; explores the continuity of political ideologies, civic organizations, institutions)		
Diverse Human Perspectives and Experiences (explores the issues of multicultural societies; examines factors that influence personal and group identities, e.g. race, ethnicity, gender, etc.)		
Interdependence of Global Communities (demonstrates spatial understanding of global, regional, national, and local communities; compares societies and cultures globally)		
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
49-56	Exceeding College Ready
41-48	College Ready
21-40	Approaching College Ready
0-20	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Music: A Sign of the Times – 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 how music reflects the thoughts and circumstances of the time period in which it was created. The discussions advance what each student would realize independently.

Evidence for Scoring: By listening to a two songs and researching the history surrounding them, student discerns the purpose of the song, shares that purpose with the class, and responds thoughtfully to others' ideas.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Descriptions: Student applies logic to analyze patterns and evaluate conclusions. Student questions the conclusions of others and uses counterexamples to disprove seemingly inaccurate conclusions. Additionally, student sufficiently cites examples to support conclusions.

Evidence for Scoring: A student writing about the effects of racism on the two songs in question discovers differences in how the writers illustrate those concepts and analyzes the effects of the song writers' choices.

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

College Ready Descriptions: Student participates in the discussion, which has a logical structure and is based on facts. Student's writing also advances understanding of concepts by making interesting claims and supporting this with effective details.

Evidence for Scoring: Student's discussion contributions and final essay explore issues raised by culture, environment, expectations, and other factors while addressing the impact of these considerations on song message and intent.

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 carefully considers multiple sources when investigating websites for credible information and bases his or her choices regarding the reliability of content on a rigorous and thoughtful examination of sources.

Evidence for Scoring: Student thoughtfully considers the songs’ goals, reception, limitations, and legacy and draws conclusions about how historical factors affect the success of these considerations. All included information is logical and correct.

4. Persevere to complete and master tasks.

College Ready Description: Student explores suggested topics, seeking out trustworthy websites that offer accurate and detailed information about the topic. The student keeps systematic records of sources and websites to develop a bibliography and creates an essay that represents his or her searches and the most credible sources available regarding the chosen topic.

Evidence for Scoring: Student work shows attention to detail, complex considerations, interesting approaches to analysis, and a thorough understanding of songs are their relationship to their historical, social, and environmental contexts.

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).

2. Work collaboratively.

College Ready Description: Student can work with students from various cultural and ethnic backgrounds in a group environment to investigate the explored topic and generate logical solutions even under circumstances of disagreement.

Evidence for Scoring: During discussions, the student respectfully considers and responds to the opinions of classmates and provides effective feedback.

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

College Ready Description: Student recognizes the ideas of others revealed during the group discussion or in the source articles and documents them appropriately without taking personal credit for others’ work.

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.

2. Evaluate sources for quality of content, validity, credibility, and relevance.

College Ready Description: Student can determine which of the studied articles would be most appropriate for supporting a specific point in the argument.

Evidence for Scoring: Student sifts through various readings and research, decides which points more closely relate to his/her views, and limits the use of texts that are substandard in quality.

4. Understand and adhere to ethical codes of conduct.

College Ready Description: Student writes honestly and clearly about his or her perceptions of the argument's main problem and refers to a peer's reasoning in the essay with the appropriate citation. Furthermore, the student completes his or her own written work.

Evidence for Scoring: During discussion, reflection and final position papers, students avoid plagiarism and create work that is appropriate and credible.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

3. Identify the intended purpose and audience of the text.

College Ready Descriptions: Student predicts the purpose, audience, and importance of all source materials in the assignment.

Evidence for Scoring: Student identifies the purpose and the intended audience of each song and successfully refers to these points within the final essay.

4. Identify the key information and supporting details.

College Ready Descriptions: Student summarizes the key details (or small, but telling details) in the articles and discussion and analyzes connections between common themes presented in each.

Evidence for Scoring: Student effectively discusses the purpose, causes, consequences, and formation of each song and can provide details to backup those points.

5. Analyze textual information critically.

College Ready Descriptions: Student identifies stated and implied arguments in the reading samples, draws conclusions based on logical reasoning, and makes thoughtful conclusions about medium usage.

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.

6. Annotate, summarize, paraphrase, and outline texts when appropriate.

College Ready Descriptions: Student submits a final draft that accurately deduces the ideas within the group discussion, summarizes the reading materials, and paraphrases participating members' ideas.

Evidence for Scoring: Student knows when to: put references to readings in his/her own words, quote directly, describe overall content, or focus on the big picture of readings. Student also knows how to effectively take notes and organize readings as he/she reads.

7. Adapt reading strategies according to structure of texts.

College Ready Descriptions: Student identifies the different perspectives represented by the reading samples and adapts his or her reading appropriately.

Evidence for Scoring: Student understands the differences between poems, songs, essays, articles, and samples from the same genre and adjusts the reading to fit the format.

8. Connect reading to historical and current events and personal interests.

College Ready Descriptions: Student sufficiently determines how the topic personally relates to the student's life and affects daily transactions.

Evidence for Scoring: Student can explain how song construction and analysis relates to current events or personal experiences.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student produces an essay that clearly articulates a message and includes relevant supporting details and examples.

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.

3. Compose and revise drafts.

College Ready Description: Student produces an essay that shows careful consideration of the writing process and is the product of multiple drafts.

Evidence for Scoring: Student creates an essay targeted to a particular prompt that is appropriate for the audience and clearly addresses the topic. Student fully edits, with a peer or independently, text for correct spelling, capitalization, punctuation, word use, and appropriate tense and voice.

C. Research Across the Curriculum

4. Evaluate the validity and reliability of sources.

College Ready Description: Student explicitly characterizes the identifying features of research to determine whether the source is biased, incomplete, or otherwise unreliable. Student evaluates the source for validity as well.

Evidence for Scoring: Student effectively examines research to determine its usage and limitations. Final products show evidence of this selective and purposeful processing.

5. Synthesize and organize information effectively.

College Ready Description: Student collects and organizes information in an orderly and strategic manner.

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 selects an appropriate format and chooses appropriate language for the selected audience. The student adheres to the specific assignment guidelines and pays attention to the audience’s needs.

Evidence for Scoring: Student’s final product is engaging, thoughtful, deeply analytical, well-supported, on-task, and produces mindful results.

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

College Ready Description: Student determines the appropriate search engines and search terms to pinpoint information about a particular topic.

Evidence for Scoring: Student uses online and more traditional sources to gather information for the reflection and final essay activities.

4. Use technology appropriately.

College Ready Description: Student explores the uses of technology as an effective communication tool during the essay and while discussing the differences between video and text with classmates.

Evidence for Scoring: Student uses computers to conduct research, create essays, and present information. Student also acknowledges differences between visual and written images and understands the correct uses for each.

SOCIAL STUDIES STANDARDS**I. Interrelated Disciplines and Skills****A.2, 3. Spatial analysis of physical and cultural processes that shape the human experience.**

College Ready Description: Student analyzes the interaction between human communities and the environment and analyzes how physical and cultural processes have shaped human communities over time.

Evidence for Scoring: Student sees how songs were and are a product of their environment and location and discusses how a song’s reception and legacy change reflect cultural and environmental considerations.

B.2, 3. Periodization and chronological reasoning.

College Ready Description: Student identifies and evaluates sources and patterns of changes and continuity across time and place. 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.2. Change and continuity of political ideologies, constitutions, and political behavior.

College Ready Description: Student evaluates changes in the functions and structures of government across time.

Evidence for Scoring: Student is able to discuss the effects of governmental change and function, the ideas behind the creation of certain governments, and the ways these entities affect behavior, both of the representatives and their constituents, during the time periods in question. Student can also discuss and present the political legacy of this period convincingly in an essay.

E.2, 4. Change and continuity of social groups, civic organizations, institutions, and their interaction.

College Ready Description: Student defines the concept of socialization and analyzes the role socialization plays in human development and behavior. Student identifies and evaluates the sources and consequences of social conflict.

Evidence for Scoring: Student discusses, writes about, and presents the effects of governmental change and function during each song's time period and illustrates the legacy of this period convincingly.

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 show how the treatment of certain people by others can drive song writers to make songs that call attention to these issues.

B.1, 4, 6. 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. 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 were involved of the creation of songs during two different time periods.

III. Interdependence of Global Communities

A.3. Spatial understanding of global, regional, national, and local communities.

College Ready Description: Student analyzes how and why diverse communities interact and become dependent on each other.

Evidence for Scoring: Student identifies how different groups, the treatment of these groups, and their proximity to other related and/or unrelated groups could be both cause and consequence of song creation.

B.1. Global analysis.

College Ready Description: Student applies social studies methodologies to compare societies and cultures.

Evidence for Scoring: Student discusses and presents information showing a careful analysis of how societal, cultural, and spatial factors influence unrest, and student shows how this unrest generates a need by songwriters to draw attention to certain concerns. Student also recognizes how a song is impacted by the global location of its release and how receptive the environments are to its message.

IV. Analysis, Synthesis, and Evaluation of Information

A.1, 2, 3, 4, 5, 6. Critical examination of texts, images, and other sources of information.

College Ready Description: Student reads sources critically, identifies and analyzes the main ideas and points of view in sources, situates sources in their appropriate contexts, and evaluates sources from multiple perspectives. Student understands the differences between primary and secondary sources and uses each appropriately.

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

B.1, 3, 4. Research and methods.

College Ready Description: Student uses established research methodologies to gather, organize, and display 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 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 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, reflection, and the final essay, student avoids plagiarism, appropriately cites sources, and creates work that is appropriate and credible.

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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
56	100		45	89		34	78.5		23	72
55	99.5		44	88		33	78		22	71
54	99		43	87		32	77.5		21	70
53	98.5		42	86		31	77		20	68
52	98		41	85		30	76.5		19	66
51	97		40	84		29	76		18	64
50	96		39	83		28	75		17	62
49	95		38	82		27	74.5		16	60
48	94		37	81		26	74			
47	92		36	80		25	73.5			
46	90		35	79		24	73			