

**Political Cartoons: What’s the Message? – 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
<b>Intellectual Curiosity</b> (engages in scholarly inquiry and dialogue)		
<b>Reasoning</b> (considers arguments and conclusions of self and others; constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions)		
<b>Academic Behaviors</b> (strives for accuracy and precision; perseveres to complete and master tasks)		
FOUNDATIONAL SKILLS	Student’s Self-Assessment	Instructor’s Score
<b>Reading Across the Curriculum</b> (identifies the intended purpose and audience of the text; analyzes textual information critically)		
<b>Writing Across the Curriculum</b> (writes clearly and coherently using standard writing conventions)		
ENGLISH LANGUAGE ARTS STANDARDS	Student’s Self-Assessment	Instructor’s Score
<b>Writing</b> (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, and syntax)		
<b>Reading</b> (identifies explicit and implicit textual information including main ideas and author’s purpose; evaluates the use of both literal and figurative language to inform and shape the perception of readers; identifies and analyzes how an author’s use of language appeals to the senses, creates imagery, and suggests mood)		

**See reverse for comments.**

Score	College Readiness Level
25-28	Exceeding College Ready
21-24	College Ready
11-20	Approaching College Ready
0-10	Initiating College Ready

**Total Score:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

See Scoring Guide for grade conversion chart.

## Political Cartoons: What’s the Message? – 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 contributes to small group discussion, offering key points, illustrations, and questions about techniques employed by political cartoonists and how these compare to other forms of cartoons and different methods of political discourse.

*Evidence for Scoring:* In group work, student articulates relevant connections to other subjects, notices details others miss, and formulates questions that draw on prior knowledge about how persuasion works in other genres.

#### B. Reasoning

##### 1. Consider arguments and conclusions of self and others.

*College Ready Description:* Student cites valid examples or details that support his or her analysis of a cartoon.

*Evidence for Scoring:* Student examines cartoons for artistic and persuasive techniques used by the artist and draws and supports conclusions about meaning based on the artwork and text.

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

*College Ready Description:* Student separates fact from opinion throughout the discussion and analysis.

*Evidence for Scoring:* In group discussion and written analysis, student carefully distinguishes fact from opinion.

#### D. Academic Behaviors

##### 3. Strive for accuracy and precision.

*College Ready Description:* Student employs evidence accurately and precisely to analyze a set of political cartoons.

*Evidence for Scoring:* Student effectively details specific attributes present in several cartoons and explains how they use artistic and persuasive techniques to create meaning. Student uses the *Political Cartoon Matrix* handout to assist in accurate and complete collection of evidence.

##### 4. Persevere to complete and master tasks.

*College Ready Description:* Student submits a final product that reflects a thorough understanding of the topic and meets all requirements of the assignment.

*Evidence for Scoring:* Student works as a contributing group member and individually to complete the *Political Cartoon Matrix* handout and constructs a final analysis of a cartoon based on the topics discussed in class.

## FOUNDATIONAL SKILLS

### A. Reading Across the Curriculum

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

*College Ready Description:* Student submits an analysis that accurately identifies each cartoon’s purpose and audience.

*Evidence for Scoring:* Student’s analysis accurately identifies each cartoon’s purpose and audience.

#### 5. Analyze textual information critically.

*College Ready Description:* Student determines implied meanings of cartoons based on the persuasive techniques used.

*Evidence for Scoring:* Student’s analysis accurately identifies the implied meanings of cartoons.

### B. Writing Across the Curriculum

#### 1. Write clearly and coherently using standard writing conventions.

*College Ready Description:* Student crafts a clear analysis that articulates the primary techniques and themes of the cartoon. Student uses proper citation conventions, grammar, mechanics, punctuation, and spelling.

*Evidence for Scoring:* Student appropriately references details in the image to support his or her position about the message of the cartoon in language that uses proper citation conventions, grammar, mechanics, punctuation, and spelling.

## ENGLISH LANGUAGE ARTS STANDARDS

### I. Writing

#### A.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 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’s final analysis demonstrates benefits of strategic research, judicious reference to cartoons discussed, and engagement with writing process: the essay presents a focused analysis that is based on an accurate understanding of the cartoonist’s techniques, that notes allusions and explains what the cartoonist is responding to in contemporary events, etc., to move well beyond a surface explanation; it presents its analysis clearly.

## II. Reading

### **A.3, 7, 9, 10. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.**

*College Ready Description:* Student identifies explicit and implicit textual information including main ideas and author’s purpose. Student evaluates the use of both literal and figurative language to inform and shape the perception of readers. Student identifies and analyzes the audience, purpose, and message of an informational or persuasive text. Student identifies and analyzes how an author’s use of language appeals to the senses, creates imagery, and suggests mood.

*Evidence for Scoring:* In group work and especially in the final analysis, student draws on textual and contextual information to identify the audience, purpose, and message of the text and to explain how it works; supports conclusions by identifying explicit and implicit textual information including main ideas and cartoonist’s purpose and by making connections across cartoons; distinguishes facts from simple assertions and opinions and assesses the strength, sufficiency, and quality of evidence used by the author; and judges the coherence and logic of the presentation. Student explains how the cartoonist uses visual and verbal language to inform and shape the perceptions of readers by appealing to the senses, creating imagery, and suggesting mood.

## Political Cartoons: What’s the Message? – 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

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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
28	100		22	88		16	78		10	67
27	99		21	85		15	77		9	65
26	97		20	84		14	75		8	63
25	95		19	82		13	73		7	60
24	94		18	80		12	71			
23	91		17	79		11	70			