

Presidential Speech Analysis – 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 (constructs well-reasoned arguments; gathers evidence to support arguments, findings, or lines of reasoning)		
Problem Solving (analyzes the situation to identify the problem to be solved)		
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, and relevance)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies the intended audience, purpose, key information and supporting details; analyzes textual information critically; annotates, summarizes, paraphrases, and outlines when appropriate; adapts reading strategies to structure of texts)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions; composes and revises drafts)		
Research Across the Curriculum (synthesizes and organizes information effectively; designs and presents an effective product)		
Technology (uses technology to gather information)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (explores the continuity of political ideologies, constitutions, and political behavior; exercises problem-solving and decision-making skills)		
Diverse Human Perspectives and Experiences (examines 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; listens critically; uses established research methods)		
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.

Presidential Speech Analysis – 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 discussion about presidential powers and the purposes of presidential speeches.

Evidence for Scoring: By listening to a presidential speech, student discerns the purpose of the speech, shares that purpose with the class, and listens to what other students have identified as the purpose of the speech.

B. Reasoning

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 the president and evaluation of the speech.

Evidence for Scoring: Student's final report identifies the speech's policy initiatives and cites data about presidential powers to identify which policies are beyond the executive's scope.

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

College Ready Description: Student takes sufficient research notes using varied, relevant primary and secondary sources.

Evidence for Scoring: Student reads and takes notes from a history textbook as well as contemporary newspaper articles to determine that George H.W. Bush's 1992 speech took place after the United States and its allies accomplished their goals in the first Gulf War.

C. Problem Solving

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

College Ready Description: Student effectively breaks the assignment into component parts to analyze them, while maintaining a unified theme.

Evidence for Scoring: Student gathers information about presidential powers in general and the historical context of a specific speech then uses that information to analyze the speech.

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 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 collects and reports information about historical context and presidential powers carefully and correctly. Student eliminates irrelevant information from the assignment.

Evidence for Scoring: Student’s report quotes a contemporary newspaper article that explains the key foreign policy issues at the time the speech was given and properly identifies the article on the Works Cited page of the report. Student decides not to include information about a scandal in which the president was involved during his campaign because it is not directly related to either the rhetoric or the policy proposals of the speech.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a final report that reflects adequate understanding of historical context, policy issues, and presidential powers and meets all the requirements of the assignment.

Evidence for Scoring: Student’s report sets the speech in its historical context, identifies which policy proposals fall within—and beyond—the scope of executive powers and evaluates the speech in light of its appeals and proposals.

E. Work Habits

1. Work independently.

College Ready Description: Student can plan the research and essay, establish project parameters, and complete the tasks with minimal supervision, seeking assistance accordingly. Student also follows directions independently and completes 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 and peer review, the student respectfully considers and responds to the opinions of classmates and provides effective feedback.

F. Academic Integrity

1. Attribute ideas and information to source materials and people.

College Ready Description: Student adequately documents the works of others, giving credit where credit is due and never claiming credit for work that is not his or her own. Student correctly utilizes a standard reference citation format.

Evidence for Scoring: Student uses an historian’s analysis of the speech in his or her report, identifies the historian, and credits him or her with that component of the student’s argument. Student uses one standard reference citation format consistently on the Works Cited page.

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

College Ready Description: Student submits a Works Cited page, and most of sources are valid, credible, relevant, and contain high-quality content.

Evidence for Scoring: Student uses and cites university (.edu) and government (.gov) websites to research the historical context in which the speech was given and eschews sources like encyclopedias.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

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

College Ready Description: Student accurately identifies the purpose of different parts of a speech based on the content, organization, and tone of the text.

Evidence for Scoring: Student recognizes that Barack Obama’s statement that “We will rebuild, we will recover, and the United States of America will emerge stronger than before” appeals to emotions; while, “I ask this Congress to send me legislation that places a market-based cap on carbon pollution and drives the production of more renewable energy in America” is a call for a policy change.

4. Identify the key information and supporting details.

College Ready Description: Student distinguishes the major points of a presidential speech from the minor points.

Evidence for Scoring: Student recognizes that cutting weapons production because of the collapse of the Soviet Union was a major point of George H.W. Bush’s 1992 State of the Union speech, while his assertion that he did not always show his enthusiasm about global changes was a minor point.

5. Analyze textual information critically.

College Ready Description: Student correctly identifies stated and implied assumptions in presidential speeches.

Evidence for Scoring: Student deduces that when Bill Clinton said in 1993 “It has been...at least three decades...since a president has challenged Americans to join him on our great national journey, not merely to consume the bounty of today but to invest for a much greater tomorrow” that he was aligning himself with John F. Kennedy’s New Frontier and Lyndon B. Johnson’s Great Society.

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 or quotes research as needed for support.

Evidence for Scoring: Students know when to: put references to readings in their own words, quote directly, describe overall content, or focus on the big picture of readings. Students also know how to effectively take notes and organize what they are reading as they read.

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 essays, articles, and other research-based resources and adjusts the reading to fit the format.

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

College Ready Description: Student crafts a clear, concise summary of a speech's historical context. Student uses sufficiently appropriate terminology and data expression to communicate information in a clear and concise manner.

Evidence for Scoring: Student's report explains that Barack Obama's 2009 speech took place shortly after the United States economy took a sharp downward turn and seven years after the United States war in Afghanistan began. Student's report explains that making the North American Free Trade Agreement fell under President Clinton's formal power to make treaties, providing he had the approval of 2/3 of the Senate. Student uses proper grammar, mechanics, punctuation, and spelling, with few or no errors.

3. Compose and revise drafts.

College Ready Description: Student fully edits text for correct spelling, capitalization, punctuation, word use, and for appropriate tense and voice. Student submits a final report that reads smoothly and is sequenced according to the specifications of the assignment.

Evidence for Scoring: Student's report begins by setting a speech's historical context, names policy initiatives in the speech, identifying which formal or implied power the President could use to accomplish the goals, and concludes by evaluating the speech.

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

College Ready Description: Student selects adequate quotations and evidence to fully support his or her assertions about a president's formal and implied powers.

Evidence for Scoring: Student accurately quotes President Clinton's statements about health care reform and uses them as evidence that Clinton was making a recommendation to the Congress, a formal power identified in Article II, Section 3, of the U.S. Constitution.

6. Design and present an effective product.

College Ready Description: Student follows all specifications of the assignment. Student’s format and language choices reflect the ability to effectively distill information.

Evidence for Scoring: Student’s final report includes historical context, correctly identifies policy initiatives and whether they would draw on a president’s formal or implied powers, and concludes with a thoughtful, well-supported evaluation of the speech based on the power of its appeals and proposed policies. Student’s report concisely summarizes a speech’s policy proposals, omitting the speech’s emotional appeals in order to focus attention on the proposals themselves.

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

College Ready Description: Student uses the Internet to locate presidential speeches and information about their historical context.

Evidence for Scoring: Student finds presidential speeches on government websites and learns about historical context on university websites.

SOCIAL STUDIES STANDARDS**I. Interrelated Disciplines and Skills****C.1. Change and continuity of political ideologies, constitutions, and political behavior.**

College Ready Description: Student evaluates different government systems and functions.

Evidence for Scoring: Student discusses and writes about the causes, consequences and influences of changing governmental systems and functions. Student can also make comparisons to current governmental practices and show how the effects stem from differences in systems and their functions.

F.1. 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.

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. 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.

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 evident during the period in question.

IV. Analysis, Synthesis, and Evaluation of Information

A.1, 2, 3, 4, 5. 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 a primary and secondary source and uses each appropriately to conduct research and construct arguments.

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

C.1. Critical listening.

College Ready Description: Student understands and interprets presentations critically.

Evidence for Scoring: Student carefully listens to the information expressed within speeches and to viewpoints expressed by classmates. Student also considers the opinions of a peers and the instructor during the draft review process and decides what to alter, if anything.

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 essay and analysis are 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, speech analysis, and the final essay, students avoid plagiarism, appropriately cite sources, and create work that is appropriate and credible.

Presidential Speech Analysis – 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
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			