

## Protests from Berkeley to Kent State – 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> (constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions)   |                           |                    |
| <b>Academic Behaviors</b> (self-monitors learning needs and seeks assistance when needed; uses good study habits; strives for accuracy and precision; perseveres to complete and master tasks)                     |                           |                    |
| <b>Work Habits</b> (works independently; works collaboratively)  |                           |                    |
| <b>Academic Integrity</b> (attributes ideas and info to sources)   |                           |                    |
| FOUNDATIONAL SKILLS  | Student's Self-Assessment | Instructor's Score |
| <b>Reading Across the Curriculum</b> (analyzes textual information critically; connects reading to historical and current events and personal interest)  |                           |                    |
| <b>Writing Across the Curriculum</b> (writes clearly and coherently using standard writing conventions)  |                           |                    |
| <b>Research Across the Curriculum</b> (explores a research topic; synthesizes and organizes information effectively; evaluates the validity and reliability of sources; designs and presents an effective product) |                           |                    |
| SOCIAL STUDIES STANDARDS   | Student's Self-Assessment | Instructor's Score |
| <b>Interrelated Disciplines and Skills</b> (explores the change and continuity of social groups, civic organizations, institutions, and their interaction; exercises problem-solving and decision-making skills)   |                           |                    |
| <b>Diverse Human Perspectives and Experiences</b> (examines factors that influence personal and group identities, e.g. race, ethnicity, gender, nationality, affiliation, socioeconomic status)                    |                           |                    |
| <b>Analysis, Synthesis, and Evaluation of Information</b> (performs critical examinations of all sources; reaches conclusions supported by evidence)   |                           |                    |
| <b>Effective Communication</b> (uses clear and coherent communication)   |                           |                    |

See reverse for  
comments.

| Score | College Readiness Level   |
|-------|---------------------------|
| 42-48 | Exceeding College Ready   |
| 36-41 | College Ready             |
| 18-35 | Approaching College Ready |
| 0-17  | Initiating College Ready  |

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

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

See Scoring Guide for grade  
conversion chart.

## Protests from Berkeley to Kent State – 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 thoughtfully to the class discussion on the protests of this time period and dialogues with other students regarding events. For example, student thoroughly explores the creation and consequence of the highlighted protests songs and reflects about what it meant to be a young adult during times of protest.

*Evidence for Scoring:* Student discusses with the class relevant details and theories of the time period and effectively contributes to the discussion through individual research and strong expository essay.

#### B. Reasoning

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

*College Ready Description:* Student adequately supports explanations of a protest movement's goals and the backlash to the movement with valid observations and analyses.

*Evidence for Scoring:* Student explains the development and goals of the antiwar movement during the Vietnam War. Student also explains the reaction to that movement by more traditional factions of society.

#### D. Academic Behaviors

##### 1. Self-monitor learning needs and seek assistance when needed.

*College Ready Description:* Student understands what in the process of research, essay drafting, or presentation construction is confusing and needs clarification. Student then seeks out the appropriate resources to help clear up any uncertainties.

*Evidence for Scoring:* Student's expository 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 carefully and correctly. Student eliminates irrelevant information from the assignment.

*Evidence for Scoring:* A student writing about the Free Speech Movement accurately cites information and quotations by Mario Savio and others. A student writing about the antiwar movement limits his or her focus to events dealing with the Vietnam War, not other counterculture movements of the time.

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

*College Ready Description:* Student submits a final work product that reflects a thorough understanding of the topic and meets all requirements of the assignment. Student’s essay should also include a title and a Works Cited page.

*Evidence for Scoring:* Student’s essay summarizes the course of the chosen movement, explains its goals and any subsequent backlash, and evaluates the degree to which the movement was successful.

**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, 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’s quotations from primary and secondary source documents are accurately quoted. Student’s Works Cited list contains a consistent and appropriate reference format, as prescribed by the instructor.

**FOUNDATIONAL SKILLS****A. Reading Across the Curriculum****5. Analyze textual information critically.**

*College Ready Description:* Student correctly identifies stated and implied assumptions as well as common misconceptions in researched informational texts. Student demonstrates effective use of inductive and deductive reasoning.

*Evidence for Scoring:* Student clearly traces the rise of the “silent majority” as a consequence of the student protests of the 1960s. Student accurately draws conclusions about the success of the antiwar movement in terms of ending the war and bringing troops home, based on the texts he or she read.

**8. Connect reading to historical and current events and personal interest.**

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

*Evidence for Scoring:* Student explains how the concept of the protests during this time 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 provides a thesis statement that clearly articulates a position and includes relevant evidence and examples in a logical progression. Student uses appropriate terminology and data expression to communicate information in a concise manner. Student uses proper grammar, mechanics, punctuation, and spelling.

*Evidence for Scoring:* Student's essay on the antiwar movement shows how the movement expanded concurrently with the expansion of the war and evaluates the success of the movement in terms of 1) ending the war and 2) its proponents' success in the national elections of 1968 and 1972. Student's essay on the student movement uses terminology, such as counterculture and Woodstock.

**C. Research Across the Curriculum****2. Explore a research topic.**

*College Ready Description:* Student clearly outlines the most significant controversies or questions regarding a particular social movement.

*Evidence for Scoring:* A student focusing on the Free Speech Movement and the student movement thoughtfully considers the effects of such people and programs as Bob Dylan, the Chicago 8, the Yippies, and the Great Society.

**4. Evaluate the validity and reliability of sources.**

*College Ready Description:* Student follows a set of criteria to determine the validity and reliability of sources and determines whether or not the source is biased, incomplete, or otherwise unreliable.

*Evidence for Scoring:* Students effectively examine their research to determine their uses and limitations. Final products show evidence of this selective and purposeful processing.

**5. Synthesize and organize information effectively.**

*College Ready Description:* Student consistently selects quotations and information that effectively support major themes and communicate findings. Student effectively sequences the presentation of evidence to support conclusions.

*Evidence for Scoring:* Student's from the student movement may include such leaders as Abbie Hoffman and Jerry Rubin. Student's final essay on the antiwar movement orders the documents about the war from least to most important.

**6. Design and present an effective product.**

*College Ready Description:* Student determines a logical and effective order for presenting a review of a social movement. Student follows all specifications of the assignment.

*Evidence for Scoring:* Student discusses the Berkeley Free Speech movement before discussing the impact of SDS. Student's final essay both summarizes the movement in question and evaluates the movement's effectiveness by examining subsequent political events and cultural changes.

**SOCIAL STUDIES STANDARDS****I. Interrelated Disciplines and Skills****E.4. Change and continuity of social groups, civic organizations, institutions, and their interaction.**

*College Ready Description:* Student identifies and evaluates the sources and consequences of social conflict.

*Evidence for Scoring:* Student discusses and writes about information on the causes and consequences of social conflict during the time of protests. Student can also make comparisons to today's conflicts and interactions.

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

*College Ready Description:* 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 evident during the period in question.

**IV. Analysis, Synthesis, and Evaluation of Information****A.1, 3, 4, 5. Critical examination of texts, images, and other sources of information.**

*College Ready Description:* Student understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments. Student identifies and analyzes the main ideas and points of view in sources. Student evaluates sources from multiple perspectives. Student reads narrative texts critically.

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

**D.1, 2. Reaching conclusions.**

*College Ready Description:* Student constructs a thesis that is supported by evidence and 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 is easily understood because the information flows well and is mechanically/structurally correct.

## Protests from Berkeley to Kent State – 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 |
|-------|-------|--|-------|-------|--|-------|-------|--|-------|-------|
| 48    | 100   |  | 39    | 89    |  | 30    | 80    |  | 21    | 73    |
| 47    | 99.5  |  | 38    | 87    |  | 29    | 79.5  |  | 20    | 72    |
| 46    | 99    |  | 37    | 86    |  | 28    | 79    |  | 19    | 71    |
| 45    | 98    |  | 36    | 85    |  | 27    | 78.5  |  | 18    | 70    |
| 44    | 97    |  | 35    | 84.5  |  | 26    | 78    |  | 17    | 68    |
| 43    | 96    |  | 34    | 84    |  | 25    | 77    |  | 16    | 66    |
| 42    | 95    |  | 33    | 83    |  | 24    | 76    |  | 15    | 64    |
| 41    | 93    |  | 32    | 82    |  | 23    | 75    |  | 14    | 62    |
| 40    | 91    |  | 31    | 81    |  | 22    | 74    |  | 13    | 60    |