

Reform in the Progressive Era – 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; gathers evidence to support arguments, findings, or lines of reasoning)		
Problem Solving (analyzes the situation to identify the problem to be solved; collects evidence and data systematically and directly related to solving a problem)		
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 information to source materials and people)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (analyzes textual information critically)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (explores a research topic; synthesizes and organizes information effectively; designs and presents an effective product)		
Technology (uses technology to communicate and display findings in a clear and coherent manner)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (performs chronological reasoning; explores the continuity of political ideologies, constitutions, political behavior, economic systems and processes, social groups, civic organizations, and institutions and their interaction)		
Diverse Human Perspectives and Experiences (analyzes multicultural societies; 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; 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
20-40	Approaching College Ready
0-19	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Reform in the Progressive Era – 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 class discussion about the Progressive Era.

Evidence for Scoring: When examining an image representative of the Progressive Era, student points out the abuses of child labor during the time, as depicted in a photograph of a child working in a factory.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student adequately applies logic to analyze patterns and descriptions and to thoughtfully evaluate conclusions regarding the effectiveness of the progressive reform researched.

Evidence for Scoring: A student who writes about temperance comes to the conclusion that a constitutional amendment outlawing alcohol consumption proved ineffective.

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

College Ready Description: Student carefully employs research and logic to construct an essay and presentation about a Progressive Era reform.

Evidence for Scoring: Student describes abuses that were corrected by the Pure Food and Drug Act of 1906 and draws logical connections between the abuses and the catalyst for the legislation.

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

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

Evidence for Scoring: In examining the elimination of corruption in politics, student includes both primary and secondary sources on the implementation of the initiative, referendum, and recall among states.

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 essay and presentation are purposeful and on task, proving that he knew what was expected of him.

2. Use study habits necessary to manage academic pursuits and requirements.

College Ready Description: Student breaks down the research, essay, and PowerPoint presentation into manageable sections, and then structures her time appropriately during the completion of these projects.

Evidence for Scoring: Student's final products are 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: Student accurately quotes and cites sources used in the essay. Student only includes information about reforms that were part of the Progressive Era.

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.

Evidence for Scoring: Student submits a PowerPoint presentation and essay in completion of the assignment.

E. Work Habits**1. Work independently.**

College Ready Description: Student can plan the research, essay, and presentation, 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.

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

College Ready Description: Student draws conclusions based on textual evidence and support.

Evidence for Scoring: Student gleans information about the effectiveness of settlement houses from Jane Addam's book *Twenty Years at Hull House* while researching social work during the Progressive Era.

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 citation conventions, grammar, mechanics, punctuation, and spelling.

Evidence for Scoring: Student's essay explains how consumer rights were strengthened during the Progressive Era and then goes on to show how, in some instances, they continue to need strengthening. Student's essay on corporate reform uses terminology such as antitrust and trustbuster.

C. Research Across the Curriculum

2. Explore a research topic.

College Ready Description: Student clearly outlines the most significant controversies or questions regarding a Progressive Era reform.

Evidence for Scoring: Student thoughtfully examines the opposing arguments of political leaders on the prohibition movement during the Progressive Era.

5. Synthesize and organize information effectively.

College Ready Description: Student consistently selects quotations and information that effectively support major themes and communicate findings.

Evidence for Scoring: A student focusing on the Federal Reserve Act of 1913 compares the need for financial reform in the past to the need today and incorporates concrete examples of both to support his or her comparison.

6. Design and present an effective product.

College Ready Description: Student determines a logical and effective order for presenting information about a Progressive Era reform. Student follows all specifications of the assignment.

Evidence for Scoring: In the PowerPoint presentation, student effectively summarizes the roots of the reform, the details of the reform, and its short- and long-term effects. Student's final essay both explains the reform in the Progressive Era and also evaluates the reform's effectiveness by examining contemporary conditions.

E. Technology

3. Use technology to communicate and display findings in a clear and coherent manner.

College Ready Description: Student utilizes technology to effectively present information graphically and textually.

Evidence for Scoring: Student's PowerPoint presentation categorizes information in a chart form that may include icons or other explanatory graphics.

SOCIAL STUDIES STANDARDS**I. Interrelated Disciplines and Skills****B.2, 3. Periodization and chronological reasoning.**

College Ready Description: Student identifies and evaluates sources and patterns of change 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 Progressive Era, its subsequent reforms, and their political, economic, and social influences on today's society.

C.2, 3. 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. Student explains and analyzes the importance of civic engagement.

Evidence for Scoring: Student discusses, writes about, and presents the effects of governmental change and function during the Progressive Era. Student also illustrates the legacy of this period convincingly.

D.1. Change and continuity of economic systems and processes.

College Ready Description: Student identifies and evaluates the strengths and weaknesses of different economic systems.

Evidence for Scoring: Student shows evidence of understanding the fluctuations, stasis, strengths, weaknesses and comparative differences of economic systems.

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, writes about and presents information on the causes and consequences of social conflict during the Progressive Era. Student can also make comparisons to today's conflicts and interactions.

II. Diverse Human Perspectives and Experiences**A.1, 2. Multicultural societies.**

College Ready Description: Student defines a "multicultural society" and considers both the positive and negative qualities of multiculturalism. Student evaluates the experiences and contributions of diverse groups to multicultural societies.

Evidence for Scoring: Student discusses qualities, influences, and experiences of multiculturalism in their essays and presentations to show how diverse, and not so diverse groups, affect the creation and implementation of reforms.

B.4, 6. 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. 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 in the Progressive Era.

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

College Ready Description: Student reads narrative texts critically.

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

B.1, 2, 3. Research and methods.

College Ready Description: Student uses established research methodologies. Student explains how historians and other social scientists develop new and competing views of past phenomena. Student gathers, organizes, and displays the results of data and research.

Evidence for Scoring: Student understands how sources contribute to the project, explains how the gathered information relates to each other, and knows 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 and presentation are easily understandable because the information flows well and is mechanically/structurally correct.

Reform in the Progressive Era – 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			