

The Climate of College: Planning for Your Future – 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)		
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 (evaluates sources for quality of content, validity, credibility, and relevance; understands and adheres to ethical codes of conduct)		
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; 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 to communicate and display findings in a clear and coherent manner; uses technology appropriately)		
SOCIAL STUDIES STANDARDS	Student's Self-Assessment	Instructor's Score
Interrelated Disciplines and Skills (analyzes the physical and cultural processes that shape the human experience; explores the change and continuity of social groups, civic organizations, institutions, and their interaction)		
Diverse Human Perspectives and Experiences (explores the issues of multicultural societies; analyzes factors that influence personal and group identities, e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)		
Interdependence of Global Communities (demonstrates spatial understanding of global, regional, national, and local communities)		
Analysis, Synthesis, and Evaluation of Information (performs critical examinations of texts, images, and other sources of information; 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
46-52	Exceeding College Ready
39-45	College Ready
20-38	Approaching College Ready
0-19	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

The Climate of College: Planning for Your Future – 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 identifies what he or she knows, does not know, and wants to know regarding arguments.

Evidence for Scoring: During the initial discussion, students express what they know on the issue of colleges and setting goals. After conducting research and during the reflection, students reexamine their understanding. Evidence of this investigation is evident in the goal-setting phase and in the position paper as students show deep analytical thinking that considers their previous stance in new ways.

D. Academic Behaviors

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

College Ready Description: Student frequently checks for understanding and clarifies information.

Evidence for Scoring: Students' goal planning, reflection and final position paper seem purposeful and on task, demonstrating that student understood and met expectations.

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: Students' 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 carefully considers multiple sources when investigating websites for credible information. Using the *Credibility of Websites Rubric*, the student substantiates his or her choices regarding the reliability of content based on a rigorous and thoughtful examination of sources.

Evidence for Scoring: Students thoughtfully consider their future goals as well as what it will take to achieve them and their consequences. Students consider limitations and obstacles to create realistic goals in goal setting, reflection and final position papers. 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. Student keeps systematic records of sources and websites to develop a bibliography and creates a presentation 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 on future options, and a thorough understanding of college environments.

E. Work Habits

1. Work independently.

College Ready Description: Student can plan the essay, establish its parameters, and complete the 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: Students are able to break down the task components into manageable stages and complete each phase successfully. Also, the ideas within the students' works are their own.

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 goal-setting feedback, students respectfully consider and respond to the opinions of classmates and provide effective feedback of their own.

F. Academic Integrity

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

College Ready Description: Student investigates multiple perspectives and seeks out information about his or her chosen topic.

Evidence for Scoring: Students can sift through various readings and research, decide which points most readily support their own, and limit the use of texts that they find substandard in terms of quality.

4. Understand and adhere to ethical codes of conduct.

College Ready Description: Student writes honestly and clearly about the topic and completes his or her own written work on the issue.

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

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

5. Analyze textual information critically.

College Ready Description: Student investigates many different resources before deciding which websites offer the most salient information about his or her topic and can effectively gauge a site's strengths and weaknesses.

Evidence for Scoring: Students locate, evaluate and use relevant pieces of research to help them set goals and understand the consequences of their future choices. Students also understand when their research is lacking, identify alternative sources, and limit the use of non-beneficial or irrelevant information.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student appropriately and accurately addresses the point of view and credibility of multiple sources through written expression.

Evidence for Scoring: Students express a main idea pertaining to college and their future. Each piece of the essay is both necessary and connected back to the main idea.

3. Compose and revise drafts.

College Ready Description: Student submits a final draft that reads smoothly and presents a logically sequenced line of reasoning.

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 follows a set of criteria to determine the validity and reliability of sources, using the *Credibility of Websites Rubric* to identify features that indicate a website's accuracy or reliability, and determines whether or not the source is biased, incomplete, or otherwise unreliable.

Evidence for Scoring: Students effectively examine their research and interviewees 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 gathers and organizes sources and determines the best evidence to support his or her conclusions about each website's credibility, using the *Credibility of Websites Rubric* to make determinations about credibility and synthesize this information effectively.

Evidence for Scoring: Students use quotations, summaries, and paraphrasing from interviews and research to support assertions about their future, including short-term, long-term, and college options, and effectively pull this information together into clear, well-organized goal-planning and reflection activities and final position papers.

6. Design and present an effective product.

College Ready Description: Student effectively prepares an engaging essay using multimedia or other technological tools to share findings about his or her future aspirations.

Evidence for Scoring: Students' final products are engaging, thoughtful, deeply analytical, well-supported, on-task, and produce mindful results that have direct future applications.

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: Students use online sources, searchable archives, and interview subjects to gather images for the goal-setting activities and the final position essay.

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

College Ready Description: Student creates spreadsheets and graphs to communicate findings in a final format that includes graphics, visuals, or other supporting images.

Evidence for Scoring: Students final products show an effective command of technology, including which variations support which findings the best and how to convincingly display evidence.

4. Use technology appropriately.

College Ready Description: Student explores the uses of technology as an effective communication tool during research and essay production.

Evidence for Scoring: Students use computers to conduct research, create their essays, and present their information. Students also acknowledge differences between visual and written images and understand the correct uses for each.

SOCIAL STUDIES STANDARDS

I. Interrelated Disciplines and Skills

A.2. 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.

Evidence for Scoring: Students discuss the impact of humans, communities, and environments and explores how these factors affect people's choices for college and determine their ultimate success in various conditions.

E.2. 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.

Evidence for Scoring: Students discuss in their position papers the impact of socialization and explores how these factors affect people's choices for college and determine their ultimate success in various conditions.

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: Students discuss in their positions papers how multicultural societies influence the college environment and goal-setting considerations.

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: Students examine in their position papers how race, gender, and ethnicity can affect one's choices and ultimate success in college.

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: Students discuss in their position paper how communities can affect people's choices and success in college.

IV. Analysis, Synthesis, and Evaluation of Information**A.1, 2, 3, 4, 6. Critical examination of texts, images, and other sources of information.**

College Ready Description: Student reads sources critically, identifies and analyzes the main idea and point of view, 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: Students compile information to effectively portray what it will take for them to choose, manage, and succeed at college. All included information is relevant and useful.

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

College Ready Description: Student uses established research methodologies to identify and collect sources and gather, organize, and display the results of data and research.

Evidence for Scoring: Students are able to: understand how sources contribute to their overall discussion, explain how the gathered information relates to each other, and know where to find additional sources if needed.

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: The instructor can easily understand the student's message because the information flows well and is mechanically/structurally correct.

B. Academic integrity.

College Ready Description: Student attributes ideas and information to source materials and authors.

Evidence for Scoring: During discussion, goal=planning, reflection, and the final essay, students avoid plagiarism, appropriately cite sources, and create work that is appropriate and credible.

The Climate of College: Planning for Your Future – 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
52	100		42	88		32	80		22	72
51	99.5		41	87		31	79		21	71
50	99		40	86		30	78		20	70
49	98		39	85		29	77		19	68
48	97		38	84.5		28	76		18	66
47	96		37	84		27	75.5		17	64
46	95		36	83.5		26	75		16	62
45	94		35	83		25	74.5		15	60
44	92		34	82		24	74			
43	90		33	81		23	73			