

The Cold War: An Oral History – 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; accepts constructive criticism and revises personal views when valid evidence warrants)		
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; includes the ideas of others and the complexities of the debate, issue, or problem)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies key information and supporting details; connects reading to historical and current events and personal interest)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions; writes in a variety of forms for various audiences and purposes; composes and revises drafts)		
Research Across the Curriculum (understands which topics or questions are to be investigated; synthesizes and organizes information effectively; designs and presents an effective product; integrates source material; presents final product)		
Use of Data (identifies patterns or departures from patterns among data; presents analyzed data and communicates findings in a variety of formats)		
Technology (uses technology to gather information; 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 (understands periodization and chronological reasoning; explores the change and continuity of political ideologies, constitutions, behavior, civic organizations, social groups, institutions; demonstrates problem-solving, decision-making skills)		
Diverse Human Perspectives and Experiences (analyzes how major philosophical and intellectual concepts influence personal and group identities)		
Analysis, Synthesis, and Evaluation of Information (examines texts, images, and other sources of information critically; listens critically)		
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 Cold War: An Oral History – 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 Cold War and dialogues with other students regarding events during this period. For example, Student thoroughly investigates the subject of an oral history interview and explains subject's history to others.

Evidence for Scoring: Student discusses with the class details regarding the McCarthy Era and theories related to the significance of this period in the context of the Cold War. Student poses interview questions related to events in the Cold War in a manner that elicits meaningful dialogue and the opportunity to share the subject's history with others.

2. Accept constructive criticism and revise personal views when valid evidence warrants.

College Ready Description: Student considers the recommendations of peers about revisions to his/her timeline and poster, weighs these suggestions for their validity, and makes changes if warranted.

Evidence for Scoring: Changes to the student's final product and timeline show evidence of evaluating and possibly incorporating peer revision suggestions.

D. Academic Behaviors

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

College Ready Description: Student understands when in the process of the timeline construction, interview process, or final poster presentation that he is confused and needs some clarification. He then seeks out the appropriate resources to help clear up the uncertainties.

Evidence for Scoring: Student's timeline, interview and poster seem 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 timeline, interview and poster 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 accurately collects and reports information about events and experiences during the Cold War from the perspective of the subject interviewed.

Evidence for Scoring: Student does not make assumptions about parts of the subject's life that were not discussed during the interview, and the student is able to eliminate irrelevant information from the written and visual assignment.

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's essay and poster explain all important events of the Cold War and appropriately relate oral history quotations to historical events.

E. Work Habits

1. Work independently.

College Ready Description: Student can research the timeline, plan an interview and final poster presentation, establish their parameters, and complete all 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 is able to break down the required tasks into manageable components and complete each phase successfully. Also, the ideas within the student's work are his/her 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, timeline revision, and poster evaluations, the student respectfully considers and responds to the opinions of his classmates and provides effective feedback of his own.

F. Academic Integrity

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

College Ready Description: Student adequately documents the work 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 quotes oral history subject accurately in both the essay and the captions for the poster. Student's Works Cited list for the essay contains a consistent and appropriate reference format, as prescribed by the instructor.

3. Include the ideas of others and the complexities of the debate, issue, or problem.

College Ready Description: Student accurately portrays the Cold War in the essay and poster by weaving interpretations of events from secondary sources into the narrative provided by the oral history subject.

Evidence for Scoring: In describing the Communist takeover of China in 1949, essay includes the subject's reaction to this event as well as historical interpretations of why it occurred.

4. Understand and adhere to ethical codes of conduct.

College Ready Description: Student appropriately constructs her timeline and poster using her own opinions and documenting any work that came from her peers. She also respects the concerns of the person she interviews.

Evidence for Scoring: During the timeline, interview and poster presentations, the student avoids plagiarism and creates work that is appropriate and credible.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

4. Identify the key information and supporting details.

College Ready Description: Student sequences and summarizes significant events in the Cold War and analyzes connections between major ideas and terms. For example, the student summarizes the domino theory and describes how that theory relates to escalated U.S. involvement in Vietnam, perhaps relating that event to a specific quote by the subject interviewed.

Evidence for Scoring: Evidence of this standard can be deduced from the timeline and essay when the student correctly creates and supports these products.

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

College Ready Description: Student locates appropriate sources relating to the Cold War and incorporates them into the essay.

Evidence for Scoring: Student may read Nevil Shute's novel *On the Beach* and use it in the essay to support an explanation of people's fears during the Cold War.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student crafts a clear, concise introductory statement to the essay that articulates the progression of the Cold War, including why it began and how it ended. Student uses appropriate terminology to communicate information in a concise manner. Student uses proper citation conventions, grammar, mechanics, punctuation, and spelling.

Evidence for Scoring: Student's introductory statement ties the beginning of the Cold War to the end of World War II in Europe. Student's essay contains essential Cold War terms, such as communism and the Iron Curtain, used appropriately.

2. Write in a variety of forms for various audiences and purposes.

College Ready Description: Student presents information about the Cold War in both an essay and a poster.

Evidence for Scoring: In the essay the student summarizes the Cuban Missile Crisis, and in the poster the student provides a photograph of the place in Cuba where Russian missile launch sites were located, accompanied by a caption.

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 uses oral history quotations to effectively support student assertions about various Cold War events.

C. Research Across the Curriculum

1. Understand which topics or questions are to be investigated.

College Ready Description: Student clearly understands the questions in the *Cold War Questionnaire* and expands upon these questions in interviewing the subject.

Evidence for Scoring: During the interview, if the subject has few recollections at first of how Communism was perceived at home, student follows up with further questioning to elicit more developed responses.

5. Synthesize and organize information effectively.

College Ready Description: Student includes effective quotations and evidence to illustrate important information and conclusions about the Cold War. Student determines a logical and effective order for presenting quotations and evidence that support findings regarding the Cold War.

Evidence for Scoring: Student uses quotations from the oral history interview to support assertions about events that occurred during the Cold War. Student presents events in chronological order and expands understanding of these events through quotations from the oral history interview.

6. Design and present an effective product.

College Ready Description: Student determines a logical and effective order for presenting major and minor points regarding the Cold War and weaving in quotations from the oral history interview. Student follows all specifications of the assignment. Student's format and language choices reflect the ability to effectively distill information appropriate for the selected audience.

Evidence for Scoring: Student gives prominence to the fall of the Berlin Wall in 1989 and uses a quotation from the oral history subject to express common feelings about the event. Student's poster includes engaging images of various significant events marking the course of the Cold War. The captions for the poster use more journalistic, informal language than that in the essay.

7. Integrate source material.

College Ready Description: Student effectively integrates source materials into written and visual text by accurately summarizing, paraphrasing, and quoting primary and secondary source materials with relevant student-generated text.

Evidence for Scoring: Student uses quotes about and narrative description of important events and facts in appropriate places to support the narrative flow.

8. Present final product.

College Ready Description: Student prepares and presents a timeline, including revisions from peers, and a poster illustrating the results of the interview and facts about the Cold War.

Evidence for Scoring: Student produces an effective poster that incorporates the assignment guidelines and advances other students' knowledge of the Cold War.

E. Technology

1. Use technology to gather information.

College Ready Description: Student effectively uses a variety of technological formats to access information.

Evidence for Scoring: Student uses online sources and searchable archives to gather images for the poster as well as information for the Cold War timeline and the narrative essay.

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, textually, and orally.

Evidence for Scoring: Student uses computer software to develop the text for the essay and the graphics for the poster.

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 is able to understand the impact of the Cold War and its influences on today's society.

C.2. 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.

Evidence for Scoring: Student is able to discuss the effects of governmental change and function during the Cold War. Student can also discuss and present the legacy of this period convincingly in the timeline and poster.

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 verbally discusses and can present information on the causes and consequences of social conflict during the Cold War period. Student can also make comparisons to today's conflicts.

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 decides which pieces of research and interview data to include within the timeline and poster.

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 both causes and consequences of the Cold War.

IV. Analysis, Synthesis, and Evaluation of Information

A.4. 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.

Evidence for Scoring: Student effectively combines information from textbooks, the interviewee and other forms of research into an interesting, well-analyzed timeline and poster.

C.1. Critical listening.

College Ready Description: Student understands and interprets presentations critically.

Evidence for Scoring: Student carefully listens to the presentations of classmates. Student also considers the opinions of a partner during the timeline construction and decides what to alter, if anything.

V. Effective Communication

A.1, 2. Clear and coherent oral and written communication.

College Ready Description: Student uses appropriate oral communication techniques and uses conventions of standard written English.

Evidence for Scoring: Student's messages in the timeline, poster and presentation are easily understandable 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: Student avoids plagiarism, appropriately cites sources, and creates work that is appropriate and credible.

The Cold War: An Oral History – 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			