

Words, Words, Words: Learning and Using New Vocabulary – 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
Reasoning (considers arguments and conclusions of self and others; gathers evidence to support arguments, findings, or lines of reasoning; supports or modifies claims based on the results of an inquiry)		
Academic Behaviors (strives for accuracy and precision)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (uses a variety of strategies to understand the meanings of new words)		
ENGLISH LANGUAGE ARTS STANDARDS	Student's Self-Assessment	Instructor's Score
Writing (develops effective rhetorical techniques; generates ideas and gathers information relevant to the topic and purpose; evaluates relevance, quality, sufficiency, and depth of sources; formulates a thesis; composes drafts to refine key ideas, organize them more logically, fluidly; uses language precisely and effectively; edits writing for proper voice, tense, syntax)		
Reading (identifies new words and concepts acquired through the study of their relationships to other words and concepts; describes meanings of words read in texts based on context clues; applies knowledge of roots and affixes to infer the meaning of new words; uses reference guides to confirm the meaning of new words or concepts)		

Score	College Readiness Level
18-20	Exceeding College Ready
15-17	College Ready
8-14	Approaching College Ready
0-7	Initiating College Ready

Total Score: _____**Grade:** _____

See Scoring Guide for grade conversion chart.

Comments:

Words, Words, Words: Learning and Using New Vocabulary – 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

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student thoughtfully collects any counterevidence provided by the text.

Evidence for Scoring: Student identifies any alternate meanings of words and explains their decision to utilize or exclude these.

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

College Ready Description: Student finds supporting evidence to justify claims made in both the *Unfamiliar Words: Interpreting the Clues* worksheet and reflective essay.

Evidence for Scoring: Student's worksheet and essay both incorporate quotes to support their assertions as to the meanings of words.

4. Support or modify claims based on the results of an inquiry.

College Ready Description: Student adjusts claims made based on the evidence found in the dictionary in Investigating and discussions held in Drawing Conclusions.

Evidence for Scoring: Student's handout reflects an evolution of thought from initial impressions of words to final conclusions. They identify conflicting evidence and choose to either incorporate or refute this evidence.

D. Academic Behaviors

3. Strive for accuracy and precision.

College Ready Description: Student carefully considers multiple sources when trying to determine a word's meaning in context.

Evidence for Scoring: Student's handout and analysis reflect a deeper understanding of the words that goes beyond the first or most simplistic dictionary definition.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

2. Use a variety of strategies to understand the meanings of new words.

College Ready Description: Student uses context clues or breaks the words into parts to determine the meaning of unfamiliar words specific to the academic subject. Student draws conclusions based on textual evidence.

Evidence for Scoring: Student uses multiple reference sources as well as clues in the text to ascertain the meanings of unfamiliar words.

ENGLISH LANGUAGE ARTS STANDARDS**I. Writing****A.1, 2, 3, 4, 5. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.**

College Ready Description: Student determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. Student generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources. Student evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates a thesis. Student recognizes the importance of revision as the key to effective writing; each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. Student edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

Evidence for Scoring: Student composes a brief essay or short story that conveys a thorough understanding of their chosen words and demonstrates reflection on the process they worked through with the handout. Student’s essay is polished and reflects revision and a commitment to clear and effective communication and flow. Student’s essay appropriately incorporates source materials and citations, if necessary.

II. Reading**B.1. Understand new vocabulary concepts and use them accurately in reading, speaking, and writing.**

College Ready Description: Student identifies new words and concepts acquired through the study of their relationships to other words and concepts. Student describes meanings of words read in texts based on context clues (e.g., definitions, examples, comparison, contrast, cause and effect, details provided in surrounding text). Student applies knowledge of roots (e.g., Greek and Latin) and affixes to infer the meaning of new words. Student uses reference guides (e.g., dictionaries, glossaries, thesauruses) to confirm the meaning of new words or concepts.

Evidence for Scoring: Student’s essay and handout demonstrate a deep understanding of word meanings and nuances.

Words, Words, Words: Learning and Using New Vocabulary – 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
20	100		16	88		12	78		8	70
19	97.5		15	85		11	76.5		7	65
18	95		14	82.5		10	75		6	60
17	92		13	80		9	72.5			