

AGRICULTURAL MAGAZINES IN THE CLASSROOM

(Optional – This assessment may be combined with 4B.I)

Performance Standard 1C.I

Students will be asked to review agricultural magazines to recommend which magazines should be included as resources in the agriculture classroom. Each student will select an agricultural magazine and develop an explanation of the magazine's features that qualify it for inclusion in the agriculture classroom's magazine collection accordingly:

ADOPTION FORM - PART ONE

- *Including reasons:* include specific reasons for recommending the magazine.
- *Supporting content review:* support review with references from the content; report accurately.

ADOPTION FORM – PART TWO

- *Defining audience:* define clearly.
- *Linking text to audience:* define links clearly.

Procedures

1. ***In order to comprehend a broad range of reading materials (1C)***, students should experience sufficient learning opportunities to develop the following:
 - Ask questions before, during and after reading which demonstrate that understanding of the reading has progressed.
 - Use topic, theme, organizational patterns, context and point of view to guide interpretation.
 - Interpret concepts or make connections through analysis, evaluation, inference and/or comparisons.
 - Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
 - Identify and use criteria for evaluating the accuracy of text information.
 - Summarize and make generalizations from content and relate them to the purpose of the material.
 - Explain and justify an interpretation of the text using relevant, accurate references.
 - Challenge ideas presented in a text through questions about specific parts of the text.

Agriculture students of any career pathway need to be able to review information sources such as magazines to determine their validity and reliability and thus their usefulness. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/Communicate orally with others), D4 (Communicating on the Job/Prepare written communication), H4 (Solving Problems and Critical Thinking/Employ reasoning skills) and H5 (Solving Problems and Critical Thinking/Evaluate options).
2. Agriculture/horticulture students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with literary analysis techniques, magazine reviews and the purposes for including the magazines in the agriculture classroom.
4. Students will have discussed the criteria for the selection of magazines for the agriculture room's magazine rack.
5. Each student will select an agricultural magazine from either personal reading or a class assignment and review the magazine's content, making notes on the magazine's purpose, intended audience, etc.
6. Each student will write a review of his/her magazine to explain why that magazine should be included on the ag classroom magazine rack. (Submit to the teacher notes and finished review.)
7. (OPTIONAL, may assess this part with Goal 4B – Stage I, Speaking) Each student may present his/her analysis to the class to argue for including the magazine in the agricultural classroom magazine rack. (At the teacher's discretion, this presentation may be made in small group discussion format if several students want to recommend the same magazine.)
8. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period

Resources

- Agricultural/horticultural magazines selected from class or personal reading
- Writing materials, including available technology
- Agricultural Magazines in the Classroom Recommended Inclusion List Adoption Form
- Agricultural Magazines in the Classroom Rubric

AGRICULTURAL MAGAZINES IN THE CLASSROOM
Recommended Inclusion List
Adoption Form

Magazine Title:

Author:

Publisher:

Reason(s) for inclusion on the agriculture classroom magazine rack:

PART ONE: Please describe your reasons for recommending this magazine. Include all relevant information about the magazine's content, purpose, intended audience and any other points you think should be considered when the class votes on this magazine. You may use another sheet of paper to complete your recommendation.

PART TWO: Please identify any special group or individuals who might find this magazine particularly interesting or helpful (for example, students with an interest in cattle, row crop production or horticulture). Explain what the magazine says to those individuals and why it is a good source of information for them to read (links between magazine and audience). You may use another sheet of paper to complete your recommendation.

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NAME _____ DATE _____

- Exceeds standard (must receive 15 – 16 total points)
- Meets standard (must receive 11 – 14 total points)
- Approaches standard (must receive 7 –10 total points)
- Begins standard or absent (must receive 4 – 6 total points)

	ADOPTION FORM - PART ONE		ADOPTION FORM – PART TWO	
	Reasons	Content Review	Audience	Links to Audience
4	<ul style="list-style-type: none"> • The review includes four or more specific reasons for recommending the magazine. 	<ul style="list-style-type: none"> • The review is consistently supported with references from the content. • All references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups clearly defined. 	<ul style="list-style-type: none"> • Links between text and audience are clearly described.
3	<ul style="list-style-type: none"> • The review includes three specific reasons for recommending the magazine. 	<ul style="list-style-type: none"> • The review is usually supported with references from the content. • Most references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups clearly defined. 	<ul style="list-style-type: none"> • At least one link between text and audience is clearly described. • One or more links may be vaguely described.
2	<ul style="list-style-type: none"> • The review includes two specific reasons for recommending the magazine. 	<ul style="list-style-type: none"> • The review is occasionally supported with references from the content. • Some references are reported accurately. 	<ul style="list-style-type: none"> • Individuals or groups generally defined. 	<ul style="list-style-type: none"> • Links between text and audience attempted but not clear.
1	<ul style="list-style-type: none"> • The review includes no or one specific reason for recommending the magazine. 	<ul style="list-style-type: none"> • The review is rarely supported with references from the content. 	<ul style="list-style-type: none"> • Individuals or groups not defined. 	<ul style="list-style-type: none"> • Links between text and audience not clear. <li style="text-align: center;">OR • Links missing.
Score				