

**LOCATING, ORGANIZING AND USING INFORMATION
FOR THE BSAA/PSAA RESEARCH PROJECT**
(to be used in conjunction with 5B.H and 5C.H)

Performance Standard 5A.H

Each student will generate ideas and formulate questions using a graphic organizer; define a focus for the report; recognize criteria for determining credible sources, research and collect information on his/her topic; and organize the information gathered from the research as preparation for writing a multi-paragraph report accordingly:

- *Narrowing the Focus using a Graphic Organizer:* generate questions relevant to assignment; utilize answers to student-generated questions to narrow the focus; determine appropriate thesis.
- *Finding/Collecting Information:* demonstrate appropriate use of organizational systems; demonstrate application of criteria for source selection by using only appropriate sources; demonstrate use of appropriate bibliographic style.
- *Organization and Content:* organize information on note cards; use accurate and relevant information; provide supporting details; use appropriate note-taking style.

Procedures

1. ***In order to locate, organize and use information from various sources to answer questions, solve problems and communicate ideas (5A)***, students should experience sufficient learning opportunities to develop the following:
 - Survey, with appropriate guidance, a subject and select a topic.
 - Identify steps that need to be taken to present an idea or solve a problem using multiple sources.
 - Choose a variety of sources to gain new information or solve a problem.
 - Identify accurate, current and credible sources to solve problems or answer questions through research.Students studying Biological Science Applications in Agriculture (BSAA Plants and Animals) and Physical Science Applications in Agriculture (PSAA I and II) complete research related to problems identified in each unit of instruction. This research involves gathering and analyzing information to include in the research project. To complete the research reports, the agriculture students must identify potential research topics, narrow the focus of the topic, locate potential sources of information and analyze the sources for their applicability to the research topic.
2. Have agriculture students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The class should brainstorm and record possible research topics for a given BSAA or PSAA unit.
4. The student will be familiar with graphic organizers and their use (e.g., Venn Diagram, webbing, rough outline).
5. The class will brainstorm and record to develop criteria for determining credible sources.
6. Each agriculture student will be familiar with research materials, organizational systems and available technology.
7. After selecting a topic, each student is to formulate three to five questions to assist in the research and in narrowing the topic.
8. Graphic organizers will be developed and the three to five questions answered to formulate a thesis.
9. Graphic organizers are to be submitted in hard copy.
10. Each student will proceed to examine four to six sources, both in print and non-print, to gather information based on the hypothesis. In the end, at least three or more sources must be used to develop the final product. Students should be able to explain why some sources are used more than others and, if appropriate, why some were not used.
11. Information that has been gathered (e.g., notes, printouts) should be available to the teacher in hard copy.
12. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

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

Time Requirements

- Three to five class periods

Resources

- Writing materials
- Organizational systems
- Technology for research, writing and publishing (if available)
- Note cards or other teacher selected methods for recording research information
- Locating, Organizing and Using Information for the BSAA/PSAA Research Project Rubric

**LOCATING, ORGANIZING AND USING INFORMATION
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NAME _____ DATE _____

- Exceeds standard (must receive 11 - 12 total points)
- Meets standard (must receive 8 - 10 total points)
- Approaches standard (must receive 5 - 7 total points)
- Begins standard or absent (must receive 3 - 4 total points)

	Narrowing the Focus using a Graphic Organizer	Finding/Collecting Information	Organization and Content
4	<ul style="list-style-type: none"> • Consistently generates 5 or more questions relevant to assignment. • Consistently utilizes answers to student-generated questions to narrow the focus. • Determines appropriate thesis. 	<ul style="list-style-type: none"> • Consistently demonstrates appropriate use of organizational systems. • Consistently demonstrates application of criteria for source selection by using only appropriate sources. • Consistently demonstrates use of appropriate bibliographic style. 	<ul style="list-style-type: none"> • Consistently organizes information on note cards. • Consistently uses accurate and relevant information. • Consistently provides supporting details. • Consistently uses appropriate note-taking style.
3	<ul style="list-style-type: none"> • Usually generates 3 - 4 questions relevant to assignment. • Usually utilizes answers to student-generated questions to narrow the focus. • Determines appropriate thesis. 	<ul style="list-style-type: none"> • Usually demonstrates appropriate use of organizational systems. • Usually demonstrates application of criteria for source selection by using only appropriate sources. • Usually demonstrates use of appropriate bibliographic style. 	<ul style="list-style-type: none"> • Usually organizes information on note cards. • Usually uses accurate and relevant information. • Usually provides supporting details. • Usually uses appropriate note-taking style.
2	<ul style="list-style-type: none"> • Occasionally generates 1 - 2 questions relevant to assignment. • Occasionally utilizes answers to student-generated questions to narrow the focus. • May or may not determine appropriate thesis. 	<ul style="list-style-type: none"> • Occasionally demonstrates appropriate use of organizational systems. • Occasionally demonstrates application of criteria for source selection by using only appropriate sources. • Occasionally demonstrates use of appropriate bibliographic style. 	<ul style="list-style-type: none"> • Occasionally organizes information on note cards. • Occasionally uses accurate and relevant information. • Occasionally provides supporting details. • Occasionally uses appropriate note-taking style.
1	<ul style="list-style-type: none"> • Seldom/never generates any questions relevant to assignment. • Seldom/never utilizes answers to student-generated questions to narrow the focus. • Cannot determine appropriate thesis. 	<ul style="list-style-type: none"> • Seldom/never demonstrates appropriate use of organizational systems. • Seldom demonstrates application of criteria for source selection by using only appropriate sources. • Seldom/never demonstrates use of appropriate bibliographic style. 	<ul style="list-style-type: none"> • Seldom/never organizes information on note cards. • Seldom/never uses accurate and relevant information. • Seldom/never provides supporting details. • Seldom/never uses appropriate note-taking style.
Score			