

## **GATHERING AND ANALYZING INFORMATION FOR THE BSAA/PSAA RESEARCH PROJECT**

(To be used in conjunction with the assessment developed for Standard 5A.H and 5B.H)

### **Performance Standard 5B.H**

Each student will research and analyze information from primary and secondary print and non-print sources, discriminate between relevant and irrelevant information, organize information, record sources and develop a bibliography and sources cited page. Each student will develop an outline using relevant collected data accordingly:

- *Outlining the information:* analyzes ideas and details; organize information from note cards to develop an outline; use correct format for an outline.
- *Developing a bibliography:* record bibliographic information (e.g., title, author, source type and copyright), demonstrate use of appropriate bibliographic style.

### **Procedures**

1. ***In order to analyze and evaluate information acquired from various sources (5B)***, students should experience sufficient learning opportunities to develop the following:
  - Analyze information from primary and secondary print and non-print sources.
  - Develop a bibliography/source(s) cited from identified and evaluated information.
  - Cite the source(s) of all direct quotations and paraphrased/summarized information.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 organize the information gathered into a usable outline that contains main topics and supporting details and develop a bibliography/sources cited page to show research sources.
2. Have agriculture students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The student should be familiar with analyzing and evaluating the relevance of information to a subject.
4. The student should be familiar with organizing material collected into main topics with supporting details (i.e., outline).
5. The agriculture student should be familiar with how to develop a bibliography and sources cited page.
6. The student will sort information from note cards.
7. The student will analyze and evaluate the information.
8. The agriculture student will organize his/her data into main topics with supporting details to develop an outline to be submitted to the teacher.
9. The student will organize bibliographic information into a bibliography/sources cited page to be submitted to the teacher. (Note: This information can be used to write the multi-paragraph research report in Standard 5C.H.)
10. 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**

- Two to three class periods

### **Resources**

- Writing materials
- Research sources
- Technology for research (if available)
- Note cards or other teacher selected method for recording research information
- Gathering and Analyzing Information for the BSAA/PSAA Research Project Rubric

**GATHERING AND ANALYZING INFORMATION  
FOR THE BSAA/PSAA RESEARCH PROJECT**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard or absent (must receive 2 total points)

	<b>Outline</b>	<b>Bibliography</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Consistently analyzes main ideas and supporting details.</li> <li>• Consistently organizes information from note cards to develop an outline.</li> <li>• Consistently uses correct format for an outline.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently records required bibliographic information (e.g., title, author, source type and copyright).</li> <li>• Consistently demonstrates use of appropriate bibliographic style.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Usually analyzes main ideas and supporting details.</li> <li>• Usually organizes information from note cards to develop an outline.</li> <li>• Usually uses correct format for an outline.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually records required bibliographic information (e.g., title, author, source type and copyright).</li> <li>• Usually demonstrates use of appropriate bibliographic style.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Occasionally analyzes main ideas and supporting details.</li> <li>• Occasionally organizes information from note cards to develop an outline.</li> <li>• Occasionally uses correct format for an outline.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally records required bibliographic information (e.g., title, author, source type and copyright).</li> <li>• Occasionally demonstrates use of appropriate bibliographic style.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Seldom/never analyzes main ideas and supporting details.</li> <li>• Seldom/never organizes information from note cards to develop an outline.</li> <li>• Seldom/never uses correct format for an outline.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom/never records required bibliographic information (e.g., title, author, source type and copyright).</li> <li>• Seldom/never demonstrates use of appropriate bibliographic style.</li> </ul>
<b>Score</b>		