

## THE BSAA/PSAA RESEARCH PROJECT

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

### Performance Standard 5C.H

Each student will have investigated a topic suitable for research (see list developed in 5A.H) and organized information from the research to write a multi-paragraph report or to present a report orally, using a visual enhancement (e.g., poster, banner, chart, graph, model, multi-media presentation) that he/she has created accordingly:

#### Oral Presentation of a Report with Visual Aid

- *Developing the content of visual:* consistently reinforces presentation of the topic; consistently uses creative and diverse techniques of illustrating the information throughout the visual support mode; consistently shows evidence of careful editing and proofreading; consistently sized and neatly designed to be clear and easy to understand; visual support mode is consistently appropriate for age, maturity level, group size and interest of audience.
- *Delivering the content (student):* consistently uses proper public speaking techniques; consistently uses visual support to enhance speech by: referring to visual at appropriate times, displaying visual in an appropriate manner, pinpointing key elements; consistently communicates results of research clearly and accurately; consistently uses good organization and provides supportive details from the research.

#### Multi-Paragraph Report

- *Focusing the paper:* set purpose of paper through thematic introduction, specific preview or inductively through the paper; maintain position/logic throughout; develop closing (may be restatement of points in the introduction).
- *Supporting and elaborating major points:* support points with detail (some developed with more detail than others--not balanced or even); make development of depth evident; use word choice to enhance specificity.
- *Organizing the paper:* develop clear structure; paragraph major points appropriately; use effective devices (e.g., transitions, pronouns, parallel structure) to demonstrate coherence and cohesion; vary sentence structure to produce cohesion.
- *Using conventions:* demonstrate mastery of sentence construction, basic subject/verb agreement and basic punctuation and capitalization; use few invented spellings of uncommon words; evidence few major errors in proportion to amount written.
- *Developing an integrated paper:* develop for grade level; maintain clear and purposeful focus; maintain in-depth, balanced support; identify and develop lines of reasoning throughout the paper.

### Procedures

1. ***In order to apply acquired information, concepts and ideas to communicate in a variety of formats (5C),*** students should experience sufficient learning opportunities to develop the following:
  - Analyze, evaluate and synthesize original work and researched information.
  - Use effective print and non-print documents.
  - Justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
  - Design and present a project (e.g., written report, graphics, visuals, multi-media presentations) that:
    - Effectively communicates the intended message;
    - Engages the audience's interest;
    - Establishes and maintains a focus;
    - Organizes around a structure appropriate to purpose, audience and context;
    - Elaborates ideas through facts, details, description, analysis and narration;
    - Cites or credits sources appropriately; and uses self, peer or teacher feedback where appropriate;

Students studying agriculture have the opportunity in all agriculture departments in Illinois to take the Biological Science Applications in Agriculture class (BSAA Plants and Animals) and the Physical Science Applications in Agriculture class (PSAA I and II). Some teachers teach these research classes as stand-alone courses, others incorporate many of the research activities in other agricultural education classes and some offer students the opportunity to study the BSAA and PSAA independently. Every unit of instruction in each of the BSAA and PSAA courses has a research problem/activity to be solved. After gathering the information and

having determined the appropriate evidence to support the research problem, each student will prepare an oral report with visual aid and a multi-paragraph report. In all cases, the students who study either of these advanced agriculture research classes and follow the rubric closely will meet Standard 5C.H.

2. Have agriculture students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students should be familiar with writing a multi-paragraph report.

or

The class will brainstorm with the teacher various ways of visually enhancing the presentation.

4. The teacher will approve the choice of visual enhancement that the student will create and use in his/her presentation.
5. A multi-paragraphed research report or oral presentation will be developed.
6. Students are to prepare one or more visual aids to enhance the presentation.
7. 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, depending upon each student's project and availability of technology

#### **Resources**

- Notes, note cards and other materials used for preparing the report (see 5A.H and 5B.H)
- Writing/printing/coloring/painting/art materials
- Sources from which pictures may be used or cut
- Technology (e.g., PowerPoint)
- BSAA/PSAA Notebooks
- The BSAA/PSAA Research Project Oral Presentation of a Report with Visual Aid Rubric
- The BSAA/PSAA Research Project Multi-Paragraph Report Rubric

**THE BSAA/PSAA RESEARCH PROJECT  
ORAL PRESENTATION OF A REPORT  
WITH VISUAL AID**

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

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

	<b>Content of Visual Support</b>	<b>Delivery/Content</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• The visual consistently reinforces presentation of the topic.</li> <li>• The visual consistently uses creative and diverse techniques of illustrating the information throughout the visual support mode.</li> <li>• The visual consistently shows evidence of careful editing and proofreading.</li> <li>• The visual is consistently sized and neatly designed to be clear and easy to understand.</li> <li>• The visual support mode is consistently appropriate for age, maturity level, group size and interest of audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses proper public speaking techniques.</li> <li>• Student consistently uses visual support to enhance speech by:               <ul style="list-style-type: none"> <li>○ Referring to visual at appropriate times.</li> <li>○ Displaying visual in an appropriate manner.</li> <li>○ Pinpointing key elements.</li> </ul> </li> <li>• Student consistently communicates results of research clearly and accurately.</li> <li>• Student consistently uses good organization and provides supportive details from the research.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The visual usually reinforces presentation of the topic.</li> <li>• The visual usually uses creative and diverse techniques of illustrating the information throughout the visual support mode.</li> <li>• The visual usually shows evidence of careful editing and proofreading.</li> <li>• The visual is usually sized and neatly designed to be clear and easy to understand.</li> <li>• The visual support mode is usually appropriate for age, maturity level, group size and interest of audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student usually uses proper public speaking techniques.</li> <li>• Student usually uses visual support to enhance speech by:               <ul style="list-style-type: none"> <li>○ Referring to visual at appropriate times.</li> <li>○ Displaying visual in an appropriate manner.</li> <li>○ Pinpointing key elements.</li> </ul> </li> <li>• Student usually communicates results of research clearly and accurately.</li> <li>• Student usually uses good organization and provides supportive details from the research.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The visual occasionally reinforces presentation of the topic.</li> <li>• The visual occasionally uses creative and diverse techniques of illustrating the information throughout the visual support mode.</li> <li>• The visual occasionally shows evidence of careful editing and proofreading.</li> <li>• The visual is occasionally sized and neatly designed to be clear and easy to understand.</li> <li>• The visual support mode is occasionally appropriate for age, maturity level, group size and interest of audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally uses proper public speaking techniques.</li> <li>• Student occasionally uses visual support to enhance speech by:               <ul style="list-style-type: none"> <li>○ Referring to visual at appropriate times.</li> <li>○ Displaying visual in an appropriate manner.</li> <li>○ Pinpointing key elements.</li> </ul> </li> <li>• Student occasionally communicates results of research clearly and accurately.</li> <li>• Student occasionally uses good organization and provides supportive details from the research.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The visual seldom/never reinforces presentation of the topic.</li> <li>• The visual seldom/never uses creative and diverse techniques of illustrating the information throughout the visual support mode.</li> <li>• The visual seldom/never shows evidence of careful editing and proofreading.</li> <li>• The visual is seldom/never sized and neatly designed to be clear and easy to understand.</li> <li>• The visual support mode is seldom/never appropriate for age, maturity level, group size and interest of audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student seldom/never uses proper public speaking techniques.</li> <li>• Student seldom/never uses visual support to enhance speech by:               <ul style="list-style-type: none"> <li>○ Referring to visual at appropriate times.</li> <li>○ Displaying visual in an appropriate manner.</li> <li>○ Pinpointing key elements.</li> </ul> </li> <li>• Student seldom/never communicates results of research clearly and accurately.</li> <li>• Student seldom/never uses good organization and provides supportive details from the research.</li> </ul>
<b>Score</b>		

**THE BSAA/PSAA RESEARCH PROJECT  
MULTI-PARAGRAPH REPORT**

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

- Exceeds standard (must receive 28 – 32 total points)       Approaches standard (must receive 15 – 20 total points)  
 Meets standard (must receive 21 – 27 total points)       Begins standard or absent (must receive 6 – 14 total points)

	<b>FOCUS</b>	<b>SUPPORT</b>	<b>ORGANIZATION</b>	<b>CONVENTIONS</b>	<b>INTEGRATION</b>
<b>6</b>	<ul style="list-style-type: none"> <li>Clearly sets purpose of paper through use of effective thematic introduction, specific preview or may attempt more sophisticated strategy with some success; could be developed inductively.</li> <li>Clearly maintains logic throughout.</li> <li>Effective closing which unifies the writing.</li> </ul>	<ul style="list-style-type: none"> <li>All major points developed by specific detail.</li> <li>Most key points are developed evenly – to the same degree of specificity.</li> <li>Extensive development of support through multiple strategies (e.g., explanation, evidence and example).</li> <li>Word choice enhances specificity.</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear and appropriate to purpose.</li> <li>All points are appropriately paragraphed.*</li> <li>Coherence and cohesion demonstrated by effective and varied transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition).</li> <li>All points are logically presented and interrelated.</li> <li>Varied sentence structure and word choice produce cohesion.</li> </ul>		<ul style="list-style-type: none"> <li>Fully developed for grade level.</li> <li>Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Sets purpose through effective thematic introduction, a specific preview or may attempt more sophisticated strategy; could be developed inductively.</li> <li>Clearly maintains logic throughout.</li> <li>Effective closing – more than a simple restatement of the introduction.</li> </ul>	<ul style="list-style-type: none"> <li>All major points developed by specific detail; support may not be even or balanced.</li> <li>Some support developed through multiple strategies (e.g., explanation, evidence and example).</li> <li>Word choice enhances specificity.</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear and appropriate to purpose.</li> <li>Most major points are appropriately paragraphed.*</li> <li>Coherence and cohesion demonstrated by appropriate transitions or other devices (e.g., transitions, parallel structure, pronouns, repetition).</li> <li>Most points are logically presented and interrelated.</li> <li>Some varied sentence structure and word choice produce cohesion.</li> </ul>		<ul style="list-style-type: none"> <li>Developed for grade level.</li> <li>All features are adequately developed, but not equally well developed, throughout.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Subject/position (or issue) is identified by a general opening or a specific preview (no “launch”).</li> <li>If previewed, paper develops only previewed points.</li> <li>Maintains logic/positions throughout.</li> <li>Clear closing is evident (may be simple restatement of the introduction).</li> </ul>	<ul style="list-style-type: none"> <li>Most points developed by specific detail.</li> <li>All key points supported but not necessarily evenly or in depth.</li> <li>Word choice may enhance specificity.</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident.</li> <li>Most major points are appropriately paragraphed.*</li> <li>Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions or other devices.</li> <li>May have minor digression.</li> <li>Most points logically presented and organized.</li> </ul>		<ul style="list-style-type: none"> <li>Bare-bones-developed paper for grade level.</li> <li>Simple, clear, presents nothing more than the essentials.</li> <li>Limited depth.</li> </ul>

	<b>FOCUS</b>	<b>SUPPORT</b>	<b>ORGANIZATION</b>	<b>CONVENTIONS</b>	<b>INTEGRATION</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Subject/position (or issue) identified by at least a brief, general opening statement or is established somewhere in the paper.</li> <li>• If previewed, paper develops more points or fewer points than previewed (over-promise or over-deliver).</li> <li>• Minor focus drift or lapses in logic (not really separate ideas – repetitious).</li> <li>• May lack closing.</li> <li>• Lacks sufficiency to demonstrate a developed focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Some major points are developed by specific detail (e.g., second-order ideas beyond major point); some support may be general.</li> <li>• Some elaboration of key points – but may lack depth.</li> <li>• Lacks sufficiency to demonstrate developed support.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is noticeable.</li> <li>• Some appropriate paragraphing.</li> <li>• May have major digression.</li> <li>• May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs).</li> <li>• Lacks sufficiency to demonstrate developed organization.</li> </ul>		<ul style="list-style-type: none"> <li>• Partially developed.</li> <li>• Some (or one) of the features are not sufficiently formed, but all are present.</li> <li>• Inference is usually required.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Subject/position (or issue) may be vague or prompt-dependent; may launch with no unifying statement anywhere or repeat prompt or a portion of it as the only focusing statement.</li> <li>• Unrelated or illogical ideas or major drift from focus (paper consists mostly of repetitions and redundancies).</li> <li>• Off-mode response NOT serving persuasive/expository purpose.</li> <li>• Multiple subjects/positions without a unifying umbrella statement.</li> <li>• May be insufficient writing to determine that the subject/position or position/opinion can be sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• Most support is general or consists of repetition/redundancy.</li> <li>• Simple list that may have some extensions.</li> <li>• May be insufficient writing to determine that support can be maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is attempted but reader must infer it.</li> <li>• Limited evidence of appropriate paragraphing.</li> <li>• Limited structure within paragraphs (e.g., purposeful ordering of sentences).</li> <li>• Lacks appropriate persuasive or expository structure.</li> <li>• May have major lapses/digressions.</li> <li>• May be insufficient writing to determine that organization can be sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery of sentence construction.</li> <li>• Few run-ons or fragments in proportion to amount written.</li> <li>• Mastery of subject/verb agreement.</li> <li>• Correct use of pronouns.</li> <li>• Mastery of common grade-appropriate punctuation/capitalization.</li> <li>• Few minor and very few major errors in proportion to amount written.***</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to address assignment, but only rudiments of techniques for forming focus, support and organization can be detected.</li> <li>• Some confusion and/or disjointedness.</li> <li>• Lacks appropriate persuasive or expository structure.</li> <li>• May be insufficient writing to determine that features can be maintained.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Subject/position (or issue) unclear.</li> <li>• Insufficient writing to show that criteria are met.</li> </ul>	<ul style="list-style-type: none"> <li>• Support may lack clarity.</li> <li>• Insufficient writing to show that criteria are met.</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no evidence of a plan.</li> <li>• Insufficient writing to show that criteria are met.</li> </ul>		<ul style="list-style-type: none"> <li>• Does not fulfill the assignment, barely deals with the topic or does not present most or all of the features.</li> <li>• Insufficient writing to show that criteria are met.</li> </ul>

**Remember: Integration scores are to be doubled when tallying scores.**

\*Giant Focus papers are specifically previewed papers that do not go beyond a ‘2’ in support because they do little more than repeat the previewed points (Focus) in the paper.

\*\*A well-developed, one-paragraph paper may receive a ‘4,’ ‘5’ or ‘6.’

\*\*\*Convention scores will be assigned on the basis of ‘2’ for a developed score and ‘1’ for an undeveloped score.

## MAJOR AND MINOR ERRORS

### SENTENCE CONSTRUCTION

#### Major Errors

- Incorrect subject/verb agreement
- Run-on(s)
- Fragment(s)
- Omitted words that interfere
- Incorrect usage
- Incorrect use of common words
- Incorrect pronoun reference
- Confusing tense shifts

#### Minor Errors

- Incorrect use of connectors between clauses
- Omitted words that do not interfere

### USAGE

#### Minor Errors

- Commas in a series, for opening or clauses
- Awkward or odd use of words/phrases, but meaning is still clear
- Homonyms (its/it's, there/their/they're, to/two/too)

### SPELLING

#### Major Errors

- Misspelled common words (same word misspelled is considered only once)

#### Minor Errors

- Inventive spellings for unusual or less frequently used words

### PARAGRAPH FORMAT

#### Major Errors

- Using titles to delineate paragraphs
- Numbering paragraphs

#### Minor Errors

- Inconsistent separation of paragraphs

### PUNCTUATION/ CAPITALIZATION

#### Major Errors

- Omission of initial caps
- Common proper nouns
- Missing or incorrect ending punctuation
- Missing or misplaced apostrophes

#### Minor Errors

- Missing periods for abbreviations