

THE HEALTH RESEARCH PAPER

(To be used in conjunction with the assessment developed for Standards 3A.J and 5B.J)

Performance Standard 5A.J

Each student will complete a research paper that follows the conventions of the prescribed format (e.g. MLA, APA, Chicago Manual of Style). The student will survey a health-related subject, select a topic, narrow the focus to a specific set of questions to answer and conduct research to find the information needed to answer the research questions. The student will write a six-page research paper using the information accordingly:

Research Process

- *Developing research design/questions:* develop the central research question; answer the central research question in the report thesis; develop answers to the central research question through supporting questions; answer the supporting questions in the outline of body paragraphs.
- *Developing research technique:* locate sources of information; document each source; paraphrase or quote supporting information.

Research Report

- *Developing documentation format:* include required information in works cited/bibliography entries; use correct format parenthetical notation in the report; follow the proper format and placement in the text.
- *Integrating sources:* use proper introductions and explanations for included information; support both the topic sentence of the paragraph and the thesis of the report with the included information.

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 a subject and select a topic.
 - Distinguish among kinds of data needed to solve a problem, present possible solutions or extend information about a topic or problem (e.g., fact/opinion, example/evidence).
 - Evaluate a number of informational sources for relevancy and accuracy.
 - Develop, collect and analyze various kinds of information related to a topic.
 - Organize information for a presentation.Health care literature is available to the public in many forms. Students must be aware of sources available and what the public is viewing. Being able to read and write reports, charts and manuals while understanding medical terminology is a health care skill. Collecting, analyzing for accuracy and organizing this information assists the student in understanding the need for life-long learning in health care.
2. Have health occupations students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The student will be familiar with techniques for gathering and evaluating information.
4. The health occupations student will have completed an orientation to available resources and technology.
5. The student will be familiar with ways to formulate research questions.
6. The student will be familiar with the purposes for writing (e.g., persuasion, cause/effect, argumentation).
7. The student will be familiar with the prescribed format for documentation (e.g., MLA, APA, Chicago Manual of Style).
8. Prepare a set of health related research topics from which research assignments will be generated. (Note: The teacher may brainstorm research topics with the class.)
9. Each student will receive an assignment to research a question, problem or situation related to a health care issue that requires an action or response.
10. Using available resources, the health occupations student will develop research questions to guide inquiry, answer the questions by researching the subject and record his/her findings using an appropriate system for recording and documenting information.
11. Once the research is complete, the student will write a six-page research paper to answer the question, solve the problem or communicate the results of his/her inquiry, according to the requirements of the assignment.
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

- Five to six weeks
- Actual class time required should be no more than ten to twelve class periods, spaced to accommodate the teaching of the steps in the process.

Resources

- Information selected during completion of Standard 5B.J
- Copies of the documentation format
- Available technology for researching sources and writing the report
- A guide to available resources in the school or community (optional)
- Research Rubric

THE HEALTH RESEARCH PAPER

NAME _____ DATE _____

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

	RESEARCH PROCESS		RESEARCH PAPER	
	Research Design/Questions	Research Technique	Documentation Format	Integration of sources
4	<ul style="list-style-type: none"> Central research question is clearly worded; the report thesis clearly and accurately answers the central research question. Supporting questions develop answers to the central research question. Outline of body paragraphs clearly and accurately answer the supporting questions. 	<ul style="list-style-type: none"> Student locates eight or more sources of information Student records all necessary information to properly document each source. All supporting information is properly paraphrased or quoted directly. 	<ul style="list-style-type: none"> All works cited/ bibliography entries consistently contain required information. Consistently uses the prescribed format. Parenthetical notation in the report follows the prescribed format and placement in the text. 	<ul style="list-style-type: none"> All information is inserted in the report with proper introductions and explanations. All information supports both the topic sentence of the paragraph and the thesis of the report.
3	<ul style="list-style-type: none"> Central research question is clearly worded; the thesis can be developed from the question with some minor revision/ editing. Supporting questions usually develop answers to the central research question. One question may not develop a necessary supporting point. Outline usually answers the supporting questions. 	<ul style="list-style-type: none"> Student locates six or seven sources of information. Student usually records necessary information for proper documentation of each source. Supporting information is usually paraphrased or quoted properly. 	<ul style="list-style-type: none"> Works cited/bibliography entries usually contain required information. Some minor information may be missing or inaccurate. Usually uses the prescribed format. Parenthetical notation in the report usually follows the prescribed format and placement in the text. 	<ul style="list-style-type: none"> Most information is inserted in the report with proper introductions and explanations. Most information supports both the topic sentence of the paragraph and the thesis of the report.
2	<ul style="list-style-type: none"> Central research question is not clearly worded; thesis sentence is developed from the question only with considerable revision/editing. Supporting questions develop some of the answers to the central research question. Outline may not answer all supporting questions. 	<ul style="list-style-type: none"> Student locates three to five sources of information. Student records some necessary information for proper documentation of the source. Supporting information may be inaccurately paraphrased or quoted. 	<ul style="list-style-type: none"> Works cited/bibliography entries occasionally contain some required information. Some significant information may be missing or inaccurate. Occasionally uses the prescribed format. Some parenthetical notations in the report contain erroneous information or cite the wrong source. 	<ul style="list-style-type: none"> Some information is inserted in the report with proper introductions and explanations. Some information does not support the topic sentence of the paragraph or the thesis of the report.
1	<ul style="list-style-type: none"> Central research question is vaguely worded or absent. Supporting questions may develop one or none of the answers to the central research question. OR Supporting questions absent. Outline does not answer supporting questions. 	<ul style="list-style-type: none"> Student locates two or fewer sources of information. Student records little or no necessary information for proper documentation of the source. Supporting information is recorded inaccurately. OR Supporting information is absent. 	<ul style="list-style-type: none"> Works cited/bibliography entries contain little or no required information. Some significant information may be missing or inaccurate. Seldom or never uses the prescribed format. Parenthetical notations in the report are misplaced, contain information errors or are absent. 	<ul style="list-style-type: none"> Little or no information is inserted in the report (proper introductions and explanations, etc.) OR Information is absent. Little or no information supports the topic sentence of the paragraph or the thesis. OR Support is unclear or missing.
Score				