

## TECHNICAL ARTICLE REVIEW

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

### Performance Standard 1C.I

Students will be asked to review a technical article they feel is significant for various specialty areas. The class will consider the recommendations and prepare a list of recommended readings for anyone entering a specific Technology Education field.

#### ADOPTION FORM - PART ONE

- *Including reasons:* include specific reasons for recommending this article.
- *Supporting content review:* support review with references from the article; 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 technical information to express and emphasize their ideas (e.g., graphs, technical information).
  - 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 article using relevant, accurate references.
  - Challenge ideas presented in a text through questions about specific parts of the text.Reading technical articles enable students and instructors to keep abreast of current information in their technical field. Throughout their reading they have found articles they feel anyone in their field would benefit from reading. It is their responsibility to choose an article that they feel should add to an evolving list of recommended reading. The recommended reading list can be used to support other technical information that you may cover in your Tech Ed Class.
2. Technology Education 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 technical article analysis techniques, technical article reviews and the purpose of the recommendation.
4. Technology Education students will have discussed the criteria for the selection of articles for their class's recommended reading list.
5. Each student will select an article from either personal reading or a class assignment and review the article's content, making notes on the areas of special technical review, it's relevance to subject area, important technical understanding, intended audience, etc.
6. Each student will write a review of his/her article to explain why the article should be included on the class recommended readings list. (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 adding the article to the recommended reading list. (At the teacher's discretion, this presentation may be made in small group discussion format if several students want to recommend the same article.)
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**

- Technical articles selected from class or personal reading
- Writing materials, including available technology
- Technical Article Recommended Reading List Adoption Form
- Technical Article Review Rubric

**TECHNICAL ARTICLE  
Recommended Reading List  
Adoption Form**

Article Title:

Author:

Source and Publication Date:

Reason(s) for inclusion on the Recommended Reading List:

**PART ONE:** Please describe your reasons for recommending this article. Include all relevant information about the author's area of technical review, specific technological advancements and any other points you think should be considered when the class votes on this article. You may use another sheet of paper to complete your recommendation.

**PART TWO:** Please identify any special group or individuals who might find this article particularly interesting or helpful (for example, students working on special projects, specific types of technology, etc.). Explain what the article says to those individuals and why it is a good source of information for them to read (links between text and audience). You may use another sheet of paper to complete your recommendation.

## TECHNICAL ARTICLE REVIEW

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