WRITING A REPORT
(Can be used in conjunction with Assessments 5B.D and 5C.D)

Performance Standard 5A.D

Research a topic, organize information, and write a report on that topic accordingly:

- *Narrowing the focus using a graphic organizer*: Consistently generate questions relevant to assignment; consistently utilize answers to those questions to narrow and determine an appropriate focus.
- *Finding/collecting information*: Consistently use of organizational systems; consistently select appropriate sources; consistently apply criteria for source selection by using only appropriate sources.
- *Organizing content*: Consistently organize information in a multi-paragraph format; consistently use accurate and relevant information; consistently provide supporting details.
- *Applying conventions*: Consistently apply the conventions of revision/editing, capitalization, punctuation, subject/verb agreement, spelling, and parts of speech.

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 skills:
   - Formulate questions using aids (e.g., K-W-L, webs, graphic organizers).
   - Define the focus of the research.
   - Use a variety of sources (e.g., reference books, newspapers, magazines, encyclopedia, interviews, available technology) to collect information relevant to a topic.
     - Recognize criteria for determining credible sources.
     - Use organizational systems to locate information. (e.g., media centers, classroom resources, available technology).
     - Use available technology (e.g., menu feature, pull-down menu, word search, icons) to locate information,
     - Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information,
   - Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).
2. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
3. Ask the class to brainstorm to develop criteria for determining credible sources. List should be recorded, duplicated and handed to students.
4. Ask each student to choose a topic (or assign one) for his/her report. The student should understand the criteria developed for choosing sources.
5. Ask each student to prepare K-W-L, web, or other graphic organizer to generate questions of interest about the topic and narrow the focus of the topic of the research. The graphic organizer will be handed in and evaluated as part of this assessment.
6. Have students research their topics by examining 3-5 sources to collect relevant information using text aides and an organizational system such as a classroom library. The student should use agreed-upon criteria to evaluate sources.
7. Ask students to write a multi-paragraph report using all of the above steps. The student should proofread and revise his/her draft for submitting it.
8. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Note: This report can be combined with reports on the same topic written by other students to create a classroom book. A classroom book about animals might include individual reports from students on particular creatures such as giraffes, whales, monkeys, horses, etc. These animals could be further categorized into subtopics such as jungle animals, sea creatures, farm dwellers, etc.

Upon completion of 5A, 5B, and 5C, student will turn in 1) graphic organizer, 2) note cards, 3) first draft, and 4) final draft.

Examples of Student Work follow

Time Requirements

- Seven class periods

Resources

- Organizational systems
- Technology for research, writing, and publishing (if available)
- Note cards or other teacher selected methods for recording research information
- Copies of this assignment
- Writing a Report Rubric

WRITING A REPORT

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)

	Narrowing the Focus using a Graphic Organizer	**Finding/Collecting Information**	**Organization and Content**	**Conventions**
4	• Consistently generates questions relevant to assignment. • Consistently utilizes answers (to student generated questions) to narrow the focus. • Determines appropriate focus.	• Consistently demonstrates appropriate use of organizational systems. • Consistently demonstrates application of criteria for source selection by using only appropriate sources.	• Consistently organizes information in a multi-paragraph format. • Consistently uses accurate and relevant information. • Consistently provides supporting details.	• Consistently uses age-appropriate conventions: o Revision/editing o Capitalization o Punctuation o Sub/verb agreement o Spelling o Parts of speech
3	• Usually generates questions relevant to assignment. • Usually utilizes answers (to student generated questions) to narrow the focus. • Determines appropriate focus.	• Usually demonstrates appropriate use of organizational systems (with limited support). • Usually demonstrates application of criteria for source selection by using only appropriate sources.	• Usually organizes information in a multi-paragraph format. • Usually uses accurate and relevant information. • Usually provides supporting details.	• Usually uses age-appropriate conventions: o Revision/editing o Capitalization o Punctuation o Sub/verb agreement o Spelling o Parts of speech
2	• Occasionally generates questions relevant to assignment. • Occasionally utilizes answers (to student generated questions) to narrow the focus. • May or may not determine appropriate focus.	• Occasionally demonstrates appropriate use of organizational systems (with limited support). • Occasionally demonstrates application of criteria for source selection by using only appropriate sources.	• Occasionally organizes information in a multi-paragraph format. • Occasionally uses accurate and relevant information. • Occasionally provides supporting details.	• Occasionally uses age-appropriate conventions: o Revision/editing o Capitalization o Punctuation o Sub/verb agreement o Spelling o Parts of speech
1	• Seldom/never generates questions relevant to assignment. • Seldom/never utilizes answers (to student generated questions) to narrow the focus. • Cannot determine appropriate focus.	• Seldom/never demonstrates appropriate use of organizational systems (with limited support). • Seldom demonstrates application of criteria for source selection by using only appropriate sources.	• Seldom/never organizes information in a multi-paragraph format. • Seldom/never uses accurate and relevant information. • Seldom/never provides supporting details.	• Seldom/never uses age-appropriate conventions: o Revision/editing o Capitalization o Punctuation o Sub/verb agreement o Spelling o Parts of speech
Score				

Rough draft report

Eastern Grey Kangaroo

The Eastern grey kangaroo is one of the largest kangaroos in Australia. This furry grey animal can hop at 40 mph and in one hop go about 6 to 8 yards. In the woods is where this mamal sleeps and eats its grass.

The male can grow up to 6ft tall and weigh 100 lbs. Females are much smaller.

Kangaroos are marsupials, (marsue-pee-alls) meaning the female has a pouch on her stomach, for her baby, called a joey. As soon as the joey is born it is an inch long and pink. It crawls into its mothers pouch. It doesn't leave untill 6 months of age. It does not leave permanently though. At 8 months the joey does not return to the pouch. The mother then with in a day the female gives birth.

A younger kangaroo does not fight. Instead, it just hops away. Yet older the kangaroo gets, it gets slower, so it has to fight. It balances on it tail and raises its clawed feet, and kicks untill the enemy goes away. Kangaroos are very strong. They used to bring the kangaroos onto fighting rings to fight men. The kangaroos hardly ever lost.

SA-DM1

I got my information from: 1989 editior
K of the encyclopedia, Koalas and Kangaroos
Strange Animals of Australia by Toni Eugene
© National Geographic Society 1981, and Mammals
by David Burnie © 1993 Dorling Kindersley.

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5A-DM2