

## LOCATING, ORGANIZING, AND USING INFORMATION

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

### Performance Standard 5A.G

Each student will generate ideas and formulate questions using a graphic organizer, define a focus for a report, recognize criteria for determining credible sources, research, and collect information on his/her topic and organize the information gathered from the research as preparation for writing a multi-paragraph report:

- *Narrowing the focus using a graphic organizer:* generate questions relevant to assignment; utilize answers to student-generated questions to narrow focus; determine appropriate thesis.
- *Finding/collecting information:* demonstrate appropriate use of organizational systems; demonstrate application of criteria for source selection; demonstrate use of appropriate bibliographic style.
- *Organizing the content:* organize information on note cards; use relevant information; provide supporting details; use appropriate note taking style; attend to mechanics/conventions.

### 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:
  - Select a topic from a list of topics.
  - Formulate questions to direct research.
  - Identify approaches (e.g., problem/solution, comparison, narrative history, research paper).
  - Define the focus of research.
  - Apply criteria for determining credibility for each source identified.
  - Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.
  - Arrange information in an orderly manner (e.g., note cards, outlining).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The student will select a topic from a list of topics suitable for research.
4. The student should be familiar with graphic organizers and their use (e.g., Venn Diagram, webbing, rough outline).
5. The class should brainstorm to develop criteria for determining credible sources. List should be recorded and retained.
6. The student should be familiar with research materials, organizational systems and available technology.
7. After selecting a topic, each student is to formulate three to five questions to assist in the research and narrowing the topic.
8. Graphic organizers will be developed and the three to five questions answered to formulate a thesis.
9. Graphic organizers are to be submitted in hard copy.
10. Each student will proceed to examine four to six sources, both in print and non-print, to gather information based on the hypothesis. In the end, at least three or more sources must be used to develop the final product. Students should be able to explain why some sources are used more than others, and, if appropriate, why some were not used.
11. Information that has been gathered (notes, printouts, etc.) should be available in hard copy.
12. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

**Examples of Student Work follow****Time Requirements**

Three to five class periods

**Resources**

- Writing materials
- Organizational systems
- Technology for research, writing, and publishing (if available)
- Note cards or other teacher selected methods for recording research information
- Copies of the assignment
- Locating, Organizing and Using Information Rubric

## LOCATING, ORGANIZING, AND USING INFORMATION

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

- Exceeds      11 - 12 total points
- Meets         8 - 10 total points
- Approaches   5 - 7 total points
- Begins         3 - 4 total points

	<b>Narrowing the Focus Using a Graphic Organizer</b>	<b>Finding/Collecting Information</b>	<b>Organization and Content</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Consistently generates 5 or more questions relevant to assignment.</li> <li>• Consistently utilizes answers to student-generated questions to narrow the focus.</li> <li>• Determines appropriate thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates appropriate use of organizational systems.</li> <li>• Consistently demonstrates application of criteria for source selection by using only appropriate sources.</li> <li>• Consistently demonstrates use of appropriate bibliographic style.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently organizes information on note cards.</li> <li>• Consistently uses accurate and relevant information.</li> <li>• Consistently provides supporting details.</li> <li>• Consistently uses appropriate note taking style.</li> <li>• Consistently attends to mechanics/conventions.</li> </ul>
.	<ul style="list-style-type: none"> <li>• Usually generates 3 – 4 questions relevant to assignment.</li> <li>• Usually utilizes answers to student-generated questions to narrow the focus.</li> <li>• Determines appropriate thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates appropriate use of organizational systems (with limited support).</li> <li>• Usually demonstrates application of criteria for source selection by using only appropriate sources.</li> <li>• Consistently demonstrates use of appropriate bibliographic style.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually organizes information on note cards.</li> <li>• Usually uses accurate and relevant information.</li> <li>• Usually provides supporting details.</li> <li>• Usually uses appropriate note taking style.</li> <li>• Usually attends to mechanics/conventions.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Occasionally generates 1 - 2 questions relevant to assignment.</li> <li>• Occasionally utilizes answers to student-generated questions to narrow the focus.</li> <li>• May or may not determine appropriate thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally demonstrates appropriate use of organizational systems (with limited support).</li> <li>• Occasionally demonstrates application of criteria for source selection by using only appropriate sources.</li> <li>• Occasionally demonstrates use of appropriate bibliographic style.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally organizes information on note cards.</li> <li>• Occasionally uses accurate and relevant information.</li> <li>• Occasionally provides supporting details.</li> <li>• Occasionally uses appropriate note taking style.</li> <li>• Occasionally attends to mechanics/conventions.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Seldom/never generates any questions relevant to assignment.</li> <li>• Seldom/never utilizes answers to student-generated questions to narrow the focus.</li> <li>• Cannot determine appropriate thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom/never demonstrates appropriate use of organizational systems (with limited support).</li> <li>• Seldom demonstrates application of criteria for source selection by using only appropriate sources.</li> <li>• Seldom/never demonstrates use of appropriate bibliographic style.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom/never organizes information on note cards.</li> <li>• Seldom/never uses accurate and relevant information.</li> <li>• Seldom/never provides supporting details.</li> <li>• Seldom/never uses appropriate note taking style.</li> <li>• Seldom/never attends to mechanics/conventions.</li> </ul>
<b>Score</b>			