

RESEARCH PROJECT

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

Performance Standard 5C.G

Each student will have investigated a topic suitable for research (see list generated for 5A - G) and organized information from the research, to write a multi-paragraph report or to present the 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 Research Report with Visual Support**
 - *Developing content of visual:* reinforce presentation of the topic; use creative and diverse techniques of illustrating the information throughout; show evidence of careful editing, proofreading; size and design visual to be clear and easy to understand; develop appropriately for age, maturity level, group size, and interest of audience.
 - *Delivering the content:* use proper public speaking techniques; use visual support to enhance speech (e.g., refer to visual at appropriate times, display visual in an appropriate manner, pinpoint key elements); communicate results of research clearly and accurately; use good organization; provide supportive details from the research.
- **Multiparagraph Report**
 - *Focusing the paper:* set purpose of paper through thematic introduction, specific preview, or inductively; maintain position/logic throughout; use a closing.
 - *Supporting main points:* support points with details; develop depth; enhance specificity through word choice.
 - *Organizing the paper:* use structure; paragraph points appropriately; use devices to attain coherence and cohesion (e.g., transitions, pronouns, parallel structure); produce cohesion through varied sentence structure.
 - *Using conventions:* demonstrate mastery of sentence construction, subject/verb agreement, punctuation and capitalization, use few invented spellings of uncommon words; evidence few major error in proportion to amount written.
 - *Integrating text:* develop text for grade level; integrate ideas with 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 and synthesize original work and researched information.
 - Evaluate use of text, graphic materials, and visual aids to present information.
 - Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, maturity, 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).
2. Have 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 a presentation.

4. 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. As part of the oral presentation, students are to prepare one or more visual aids to enhance the presentation.
7. Score each student's visual aid on the rubric provided and add the scores to determine each student's level of performance.
8. Score the research report using the State writing rubric.

Examples of Student Work follow**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.G and 5B.G)
- Writing/printing/coloring/painting/art materials
- Sources from which pictures may be used or cut
- Technology (e.g., PowerPoint)
- Copies of this assignment
- Research Project Rubric
- State Writing Rubric

RESEARCH PROJECT

NAME _____ DATE _____

- Exceeds 7 - 8 total points
- Meets 5 - 6 total points
- Approaches 3 - 4 total points
- Begins 2 total points

ORAL PRESENTATION OF A RESEARCH REPORT WITH VISUAL SUPPORT

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

RESEARCH PROJECT

NAME _____ DATE _____

- | | |
|---|---|
| <input type="checkbox"/> Exceeds standard (must receive 28 - 32 total points) | <input type="checkbox"/> Approaches standard (must receive 15 - 20 total points) |
| <input type="checkbox"/> Meets standard (must receive 21 - 27 total points) | <input type="checkbox"/> Begins standard or absent (must receive 6 - 14 total points) |

NOTE: Use the state's writing rubric in appendix A for this assessment.

	Focus	Support	Organization	Conventions	Integration
6					
5					
4					
3					
2					
1					

MAJOR AND MINOR ERRORS

SENTENCE CONSTRUCTION

Major Errors

- Incorrect subject/verb agreement
- Run-on
- Fragment
- 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 still clear
- Homonyms (its/it's, there/their/they're, to/two/too)

SPELLING

Major Errors

- Misspelled common words (same misspelled word considered 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/incorrect end punctuation
- Missing or misplaced apostrophes

Minor Errors

- Periods for abbreviations