

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP
Performance Assessment

Improving My Greatest Academic Impediment

Grade Level: 7th to 8th Grade

Florida Sunshine State Standards Addressed:

LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6: The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics.

LA.A.2.3.7: The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.

LA.B.1.3.2: The student drafts and revises writing that

- is focused, purposeful, and reflects insight into the writing situation;
- conveys a sense of completeness and wholeness with adherence to the main idea;
- has an organizational pattern that provide for a logical progression of ideas;
- has support that is substantial, specific, relevant, concrete, and/or illustrative;
- demonstrates a commitment to and an involvement with the subject;
- has clarity in presentation of ideas;
- uses creative writing strategies appropriate to the purpose of the paper;
- demonstrates a command of language (word choice) with freshness of expression;
- has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
- has few, if any, convention errors in mechanics, usage, punctuation.

LA.B.1.3.3: The student produces final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and semicolons;
- correct capitalization;

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- effective sentence structure
- correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and
- correct formatting.

LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

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Information for the Teacher

Teachers should discuss the word “impediment” and its etymology and usage. Gather best sources of study skills, both from the library and the Internet.

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Assessment Scenario for Students

Think about the things which you believe keep you from getting straight A's easily; these are your academic impediments. In your journal, write about three of your greatest academic impediments or difficulties. Then select the one which is your greatest study skill problem. You will then conduct research on the causes, consequences, and solutions to this problem, and write a research paper showing three techniques to overcome this problem. You will then perform a brief skit in which you will demonstrate the study skills technique which can solve this problem. As a result of this project, you will have the knowledge to dramatically improve your grades!

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Task 1: Bring in Three Sources and Works Cited

Each source should provide different information or different perspectives or opinions. Use the sites suggested in class, the database list, the public library, and the bookstore. Do not use a website written by an average person; instead, use professional sources only. Be critical of your sites: encyclopedias and “.gov” sites are most trustworthy, followed by known publishers, such as time.com, msnbc.com, newsweek.com; followed by those found in databases (proquest electroniclibrary.com or findarticles.com).

INTERNET WARNING: Internet use must be supervised. Never give any information to anyone on the web. Be careful using search engines and links: some sites will be inappropriate and should not be visited, for obvious reasons. Never conduct searches for controversial topics on regular, unmoderated search engines (altavista, excite, yahoo) as they will find many sites which are invalid, inaccurate, or inappropriate.

Citations

Use at least 3 sources. Indent all lines except the first for each entry (the opposite of a paragraph), and alphabetize entries. This is the last page of the report.

a. For books, list the author’s name, title, city, publisher, and latest copyright date:

Kesselman-Turkel, Jan, and Frank Peterson. The Effect of Smoking on Adolescents. Chicago: Contemporary Books, 1991.

b. For articles from books, magazines, or newspapers, put the title in quotes, underline the source, then list the date and the page numbers for the entire article:

Article in a Periodical:

Smith, James. “What’s Wrong With Ecstasy?” Journal of Social Work in the Inner City. 27 Sept. 1993: 23-25.

Article in a book:

“Media Influence on Teen Attitudes About Violence Towards the ‘Others.’” Compton’s Encyclopedia. 1997 ed., X, 80-91.

c. For websites, use the author name, if included, the article title, add the address and the date you visited the site:

“A Hypertext History.” URL: <http://www.ccs.neu.edu/home/lpb/mud-history.html> (15 April 2001).

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Scoring Guide – Task 1

4 Exemplary

- Exceeds proficient level with higher quantity or quality.

3 Proficient

- Highly valid sources in exactly correct format for “Works Cited.”

2 Progressing

- Not all sources are highly valid.
- Not completely in correct format for “Works Cited.”

1 Not meeting the standard(s)

- Incomplete, or not in correct format (above).

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Task 2: Take Notes (three paragraphs from three sources)

Take notes on your sources without plagiarizing by always writing the title and author before taking notes. Write notes either: 1. completely in your own words (without quotes); or 2. completely in the author's words, with quotes and the page number.

Steps to take to avoid plagiarism and take good notes:

1. Make sure the information is useful, valid, and relevant.
2. Write the title, author, date, web address (copy and paste it from the browser), and publisher and publication city for this source.
3. Read and find the most useful information, think about it, then write it in your own words in your own order. If you find a well-written short quote, you may copy it, but be sure to put quotation marks around it, then write down the page number. For example: **"The impact of explicit lyrics can be seen in changes in behavior, and even in the blood makeup and brain activity of adolescents" (Smith, 342).**

When taking notes from the internet, make sure that you click to highlight the web address, then copy and paste it before taking any notes. Make sure that if you copy and paste any text that you put quotes around it immediately to avoid plagiarism and failing.

When summarizing in your own words, make sure your summary is accurate. Do not exaggerate what the author states. Use precise synonyms, and use a dictionary and thesaurus to help you.

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Task 2: Scoring Guide

4 Exemplary:

- Exceeds proficient level with higher quantity or quality.

3 Proficient:

- Neat, detailed notes on the topic properly cited.
- Clear when quoting or summarizing to avoid plagiarism.

2 Progressing:

- Not all sources are clearly labeled.
- Not all details needed, some irrelevant notes or lacking relevant notes.
- Not always clear when summarizing or quoting.

1 Not meeting the standard(s):

- Incomplete, or not in correct format (above).
- Plagiarizing.

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Task 3: Outline

Outline your research paper as you would an essay, I. A. B. C. to III. A. B. C. For example:

- I. First Part
 - A. FRIES showing that part (Source)
 - B. FRIES showing that part (Source)
 - C. FRIES showing that part (Source)

Each roman numeral represents a paragraph, and each letter a detail. Include the authors' names, which will be cited for each detail in your outline. Your report must have an introduction, a body, and a conclusion. There should therefore be a total of at least five paragraphs to the essay, including the introduction and conclusion.

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Task 3: Scoring Guide

4 Exemplary:

- Exceeds proficient level with higher quantity or quality.

3 Proficient:

- Neat, detailed outline in proper format, with sources properly cited for each detail.
- Clear when quoting or summarizing to avoid plagiarism.

2 Progressing:

- Not all sources are clearly labeled.
- Not all details needed, some irrelevant notes or lacking relevant notes.
- Not always clear when summarizing or quoting.
- Some incorrect outline formatting.

1 Not meeting the standard(s):

- Incomplete, or not in correct format (above).
- Plagiarizing.

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Task 4: First Draft

Using your outline, write your first draft. There are three types of writing in a research paper:

1. Summarizing: when you show any unique information but you put it in your own words, you must still give the author's name in parentheses at the end of that sentence. If there is no page number, as on some websites, simply list the author's last name. If no author's name is given, which is rare, list the title in parentheses. For example: **Smokers usually start smoking in middle or high school (James, 23). In fact, 24% of all smokers began smoking by the age of thirteen ("Smoking and Kids").** Only include the web site name if 2 or more articles have the same title. Web addresses should never be included in parenthetical citations. **You may have as many parenthetical citations as you need; you could end almost every sentence with a parenthetical citation!**
2. Quoting: quote a maximum of one sentence per paragraph, or three quoted sentences total per page -- the rest should be summarized and cited or entirely in your own words and phrases. Cite authors the same as above, but put quotes around all words directly copied, being sure to copy exactly, then give the author's name and page number. For example: **"By conforming to their peer group, adolescents often take risks they would otherwise avoid" (Turwilliger and Jones, 232).**
3. Original Writing: Use your own words as you would normally in an essay in the introduction, conclusion, and solution, and whenever you state generally accepted facts: **Smoking is commonly seen as harmful to one's health.**

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Task 4: Scoring Guide

4 Exemplary:

- Exceeds Proficient Level with higher quantity or quality.

3 Proficient:

- Neat, detailed outline in proper format, with sources properly cited for each detail.
- Clear when quoting or summarizing to avoid plagiarism

2 Progressing:

- Not all sources are clearly labeled.
- Not all details needed, some irrelevant notes or lacking relevant notes.
- Not always clear when summarizing or quoting.
- Some incorrect outline formatting.

1 Not meeting the standard(s):

- Incomplete, or not in correct format (above).
- Plagiarizing

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Task 5: Peer Editing

Make sure mechanics, format, margins, bibliography, citations, and penmanship or typing are perfect. Ensure mature words and specific details are used throughout the paper.

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Task 6: Final Draft

Final Draft Size: five paragraphs, minimum. The paper may be handwritten or typed. The title and heading are on the first page, not a separate page, with no extra spaces. "Works Cited" is the report's last page. Make sure each page is numbered. Staple final copy, do not use finders, folders, or paperclips.

Packet to Hand in:

Top to Bottom:

1. Final draft
2. Works Cited (Final Draft)
3. Outline
4. Notes
5. Sources

Example Research Paper Paragraph:

Smith finds that censorship of explicit lyrics would be beneficial, "just as we censor libel, slander, threats, and obscene works" (342). Smith disagrees with those who state that children will listen to inappropriate music even if it is censored, since it would then be harder for children to find and hear. He agrees, therefore, with the work of the Parents Music Resources Center, but takes their work a step further, to total censorship (Smith, 349).

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Task 6: Scoring Guide

4 Exemplary:

- Five paragraphs are used, with an introduction, a different reason in each body paragraph, and a differently phrased conclusion.
- The essay is clear in meaning, yet is still highly creative, dramatic, emotionally powerful and logically persuasive.
- No errors in grammar, punctuation, or spelling occur in varied, mature, and complex sentences.
- Highly mature and varied words are used correctly with great precision.
- Many highly specific details with proper names and concrete nouns are used to prove and support your point.
- There is no plagiarism.
- All is in correct format.
- Each body paragraph contains at least one accurate citation.

3 Proficient

- Almost perfect.
- Same as 4, but with a few small errors, less precision in mature and varied word choice.

2 Progressing

- Same as 3, but with a few more errors, or less precision, or fewer details or mature words, providing less support.
- May lose focus on answering the exact question briefly.
- Some errors may occur in format.

1 Not meeting the standard(s)

- Same as 2, but with more mistakes, less precision, less maturity, fewer supporting details; the focus may not be fully on answering the exact, entire question.
- Errors in paragraphs (more than one topic per paragraph, and/or missing paragraphs).
- Lacking support.
- Immature words or phrases.

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- Disorganized.
- Several errors in mechanics.
- Plagiarism.
- Incorrect format.

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Task 7: Write and Perform Your Skit

Write a one-page skit in which a student demonstrates and acts out the correct study skill or solution to your academic impediment. Perform by speaking loudly and clearly to the class. You may use props and may perform with other classmates.

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Task 7: Scoring Guide

4 Exemplary:

- Exceeds proficient level with higher quantity or quality.

3 Proficient:

- Loud, clear enunciation.
- Correct study skill is clearly demonstrated so other students may learn.

2 Progressing:

- Not as loud or clear enunciation as needed.
- Not always demonstrating clearly the correct skill.

1 Not meeting the standard(s):

- Incomplete.
- Not loud or clear.
- Not demonstrating the correct study skill.