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| **Instructor**:  | **Course**:  |
| **Unit**: Instructional Unit on Research Projects | **Quarter**:  |
| **Topic**: Pre-Testing -- Mini Sample of Research Process  | **Time Range**: 90 min block for pre-test or 25 min. if survey is used |
| **Standard(s)**:

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| #2,3,4 |

1. Reading for All Purposes
2. Writing and Composition
3. Research and Reasoning
 |
| 21st Century skills:Critical thinking and Reasoning; Information Literacy; Self Direction; Colorado’s Description for School Readiness; Relevance and application |
| **Objectives / Assessment Frameworks**: (Pre-Assessment: Component III) The purpose of the pre-assessment is to assess the level of competency of students and to see how far they are able to progress in a limited time period. This will provide information to the teacher on student strengths and weaknesses for future lessons.  1. Evaluate student ability to access and/or cite resources for research 2. Evaluate student ability to read materials and take notes 3. Evaluate ability to write a brief report without plagiarizing 4. Evaluate ability to use the citation machine to create a Works Cited page 5. Take a pre-test survey to find the level of understanding of research papers |
| **Prerequisite Learning**: *in order to effectively master the objectives listed above, students must exhibit mastery in the following areas*…1. None needed for this lesson.
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| **Lesson Outline**: (*think about the following elements: instructional strategies, depth of knowledge, materials, resources, student engagement, mastery, closure*)Option 1: 90-minute pre-test:1. Objectives 1, 2, 3, and 4 are used for a 90-minute pre-test
2. Explain the pre-assessment process, giving brief instructions
* Explain that the pre-assessment is to see what skills students know and what areas may need more work
* Special forms will be handed out for note-taking (form is attached)
* Students will be given points for participating in this assessment; however, this pre-test is not necessarily individually graded
1. Students will use the library media center during this process
* The completed one page research project will be e-mailed to the teacher
1. During the last five minutes, students will engage in a self-evaluation, checking columns on a hand-out (form is attached)

Option 2: Alternate pre-test survey – 20 minutes1. Objectives 1 and 5 are used for the survey.
2. Attached is a list of 10 questions for students to complete for the pre-test part.
3. Answers to this survey will not be given to the students at this time; after the students complete their research project, they will be given the same survey to compare results.

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| *notes:* It is required that the Library Media Center have a computer lab. Both computers with Internet access and use of non-fiction books are needed to complete the pre-test.If the 10-question survey is taken, computers are not needed. |

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| **Differentiation**: *use the data (CSAP, Acuity, TOSCRF, YPP…) collected to help identify how you will meet the needs of all students in your class*.The CSAP and Acuity results will give weaknesses and strengths in the areas of reading and writing. This data will vary from class to class. Either the pre-test or the survey will also help identify the weaknesses and strengths for each student in the research process. |
| **Re-Teach** | **Extensions** | **Accelerations** |
| None for pre-test | *(Distributive Practice)*None for pre-test | None for pre-test |
| **Evaluation / Assessment**: *explain how you will determine mastery of this lesson to the objective/standard*…Either the pre-test or the survey gives the teacher a starting point on knowing on which areas of a research paper to spend more time. At this point for a pre-test, student mastery of the lesson does not apply. |
| **Reflection**:*Things that went well*…If the short survey was used, it was a good indicator of students’ prior knowledge and the length of time needed for the survey was not time consuming. *Things that didn’t go well*…It was found that taking 90 minutes for a pre-test was too time-consuming, and it was also hard to reserve computers. Also, teachers were not willing to take the time to grade the pre-tests.*Things to remember*…*Things to change for next time…*We suggest using the pre/post research survey which took only 20 minutes and still gave an indication of a student’s knowledge for completing research papers. |

NOTE TAKING

TOPIC OF RESEARCH:

|  |  |
| --- | --- |
| Print resource: summary with notes (own words); avoid plagiarism; and be sure to include page numbers | Works cited information |
|  |  |
| Non-print resource: summary with notes (own words); avoid plagiarism | Works cited information |
|  |  |

Self-evaluation

Pre-Assessment for a Research Project

for (student name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_\_\_

This pre-assessment is used to check how far you are able to progress in 90 minutes and at what level of competency you have in different areas of the research process.

* 5 minutes for instructions
* 80 minutes for the mini research project
* 5 minutes to complete the “List of items” below
* Use the special form for “Note Taking” (on back or on next page)
* E-mail your pre-test research project to your teacher when finished
* Hand in both your “note taking” page and the check list from “List of items”

This pre-test will not necessarily be graded, but will be reviewed for student’s strengths and weaknesses; however, points may be allotted. Ask your teacher.

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|  | List of items | Completed | I know how to do this, but I didn’t have the time. | I do not know how to do all of this; instructions needed. |
| 1 | I know my topic for the research project |  |  |  |
| 2 | I understand the purpose of the assignment (to persuade, to inform, to create, etc.) |  |  |  |
| 3 | I found 1 applicable nonfiction book to use as a source |  |  |  |
| 4 | I found 1 applicable web site to use as a source |  |  |  |
| 5 | I read information from both sources |  |  |  |
| 6 | I used citationmachine.net to create a Works Cited page using both sources |  |  |  |
| 7 | I read and took notes from my sources and used the form provided |  |  |  |
| 8 | I did not plagiarize |  |  |  |
| 9 | I proofed, edited, and completed a 1-page research project  |  |  |  |
| 10 | I prepared a title page with title, student name, teacher’s name, period, date submitted |  |  |  |
| 11 | I did not need to organize a table of contents for this 1-page report; however, I do need to check whether I know how to do this. |  |  |  |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour \_\_\_\_ Date(s) \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Pre/Post Research Survey

1. Identify two formats/styles used when properly listing/citing resources used in research.

Pre-test answer: a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post-test answer: a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you needed to create an MLA work cited entry for a book, which would be the best choice?

Circle for Pre-test answer: a. b. c.

Circle for Post-test answer: a. b. c.

* 1. How to change the world: Social entrepreneurs and the Power of New Ideas. David Bornstein. New York: Oxford, 2008.
	2. Bornstein, David. How to Change the world: social Entrepreneurs and the Power

 of New Ideas. New York: Oxford, 2008.

* 1. David Bornstein. How to Change the World: Social Entrepreneurs and the Power

 of New Ideas. 2008 Oxford-New York.

1. Which is the proper MLA entry for a magazine?

 Circle for Pre-test answer: a. b. c.

 Circle for Post-test answer: a. b. c.

* 1. “The Uneasy Assimilation”. By Jeff Goodell. December 6, 2009 PP. 63-66.

 Rolling Stone.

* 1. Jeff Goodell. Rolling Stone. “The Uneasy Assimilation”. Dec. 6-13, 2009.

 PP. 63-66.

* 1. Goodell, Jeff. “The Uneasy Assimilation.” Rolling Stone 6-13 Dec. 2009:

 63-66

1. Which is the proper MLA entry for an online source?

 Circle for Pre-test answer: a. b. c.

Circle for Post-test answer: a. b. c.

* 1. “26 Entrepreneurs Who Are Changing the World.” Fast Company. Jan. 2010. Jan.

 2011 <http://www.fastcompany.com/social/>>.

* 1. No Author. “25 Entrepreneurs Who Are Changing the world.” Jan. 2010 Fast

 Company Jan. 2011 <http://www.fastcompany.com/social/>.

* 1. Fast Company. Author unknown “25 Entrepreneurs Who Are Changing the World.” <http://www.fastcompany.com/social/>. January, 2010 to January 2011.
1. What is a ***parenthetical citation***, also called a ***parenthetical reference***?

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is the difference between a ***print*** and a ***non-print*** source?

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is a ***primary source***? Please give an example, too.

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is a ***secondary source***? Please give an example, too.

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is the purpose of using note cards for research?

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. List three (3) guidelines indicating the ***reliability*** of a source.

Pre-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Post-test answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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