

HOWELL TOWNSHIP PUBLIC SCHOOLS



RESEARCH PROJECT HANDBOOK

FOR STUDENTS IN
GRADES 4-8

Approved: February 6, 2008

RESEARCH PAPER HANDBOOK

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RESEARCH PROJECT GRADES 4-8

Philosophy of Research

The primary goal of research is to provide you with a number of meaningful, guided activities that will extend and enrich your learning experiences.

This guide has been developed to assist you in utilizing appropriate format and research methods. Skill in these areas is more important than the production of a lengthy research paper completed in an unorganized manner. Presentation of your research will provide the opportunity to enhance your skills of organization and communication through the use of technology and sharing.

Research Project Instructional Sequence – The Research Paper

The following instructional sequence is cumulative in nature and will prepare you to be successful in addressing the various components of a research project and your research presentation project.

Grade 4 -	Note-Taking Note Cards/Graph
Grade 5 -	Source Cards Works Cited Page
Grade 6 -	Expanded Outline-Details and Sub-Details Development of a Thesis Statement
Grade 7 -	Thesis Statement Online Periodical Source Card
Grade 8 -	Thesis Statement In-Text Citation

Research Project Instructional Sequence – Project Presentation

Grade 4 -	Synthesis and categorization of factual information <ul style="list-style-type: none">• HyperStudio• Pixie• Media Blender• Kid Pix• Keynote• AppleWorks Slideshow
Grade 5 -	Synthesis and categorization of factual information <ul style="list-style-type: none">• HyperStudio• Pixie• Media Blender• Kid Pix• Keynote• AppleWorks Slideshow

Research Project Presentation

Technology 6-8

Grade 6 - Synthesis and categorization of relevant information

Technology

- PowerPoint
- Windows Movie Maker
- iMovie
- Keynote
- AppleWorks Slide Show

Supplemental Activities

- Brochure
- Interview
- Debate
- Commercial
- Newscast
- Newspaper Article

Grade 7 - Synthesis and categorization of relevant information

Technology

- PowerPoint
- Windows Movie Maker
- iMovie
- Keynote
- AppleWorks Slide Show

Supplemental Activities

- Interview
- Debate
- Brochure
- Commercial
- Newscast
- Newspaper Article

Grade 8 - Synthesis and categorization of relevant information

Technology

- PowerPoint
- iMovie
- Windows Movie Maker
- Keynote
- AppleWorks Slide Show

Supplemental Activities

- Interview
- Debate
- Brochure
- Commercial
- Newscast
- Newspaper Article
- Magazine Format

PARTS OF A RESEARCH PAPER

Five Essential Parts of a Research Paper:

1. Pre-Search
2. Notes
3. Outline
4. Heading/Report
5. Works Cited

WRITING A RESEARCH PAPER

Five Stages to the Writing Process:

1. Prewriting
2. Drafting
3. Revising
4. Editing
5. Publishing/Presenting

Procedure for Writing a Research Paper

- I. Choose a topic
- II. Narrow your topic
- III. Consider audience and purpose
- IV. Gather information
- V. Organize information
- VI. Write a rough draft
- VII. Revise/Edit
- VIII. Cite sources
- IX. Publish/Present

PREWRITING

- I. **CHOOSE A TOPIC** that interests you. Ask yourself the following questions:
- A. Is the topic too autobiographical? (Limited to your own experience)
 - B. Is the topic too subjective? (Limited to personal opinion)
 - C. Is the topic too restrictive? (Explained by one source; doesn't require much research)
 - D. Is the topic too current? (Limited to a recent event that has not been studied in sufficient depth)
 - E. Is the topic too specialized? (Limited to special documents)
- II. **NARROW YOUR TOPIC** by taking control and reducing it to a manageable size. Peruse table of contents, indexes, chapters and headings in books, periodicals, and databases.
- A. Ask yourself the following questions.
 - 1. How long will the report be?
 - 2. Can the topic be covered within this length?
 - 3. Can the topic be divided into subtopics?
 - 4. Can one of the subtopics stand alone?
 - B. Use graphic organizers to narrow subjects.

K	W	L
What I <i>Know</i>	What I <i>Want</i> to Learn	What I Have <i>Learned</i>



MORE GRAPHIC ORGANIZERS

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>
<http://www.eduplace.com/graphicorganizer/>

III. **CONSIDER YOUR AUDIENCE AND PURPOSE** and determine what details and language you will use.

A. Ask yourself the following questions.

1. Is your reader familiar with the topic?
 - a. Provide a fresh perspective.
 - b. Focus on features that are new.
2. Is your reader new to the topic?
 - a. Provide basic information.
 - b. Define all technical terms.
3. What do you want your reader to know about the topic?
4. How do you want your reader to feel about the topic?
5. What is the main idea you want to communicate?

B. State your purpose in a single phrase or thesis sentence. (Grades 6,7,8)

1. Formula as outlined in *Writers Inc*: **A specific subject + a specific feeling or feature or position = an effective thesis statement.**
2. Similar to a topic sentence
3. A statement of purpose, intent, or main idea.
4. May appear anywhere in the introduction.

(SAMPLE) *In ancient Sparta, the purpose of education was to produce a well-drilled, well-disciplined marching army.*

(SAMPLE) *Julius and Ethel Rosenberg were arrested, tried, and executed not because the evidence against them was convincing and irrefutable, but because they represented that which Americans feared most, communism and the atomic bomb.*

MORE ON THESIS STATEMENTS

http://www.crisresearchguide.org/13_Thesis_Statement.asp

http://owl.english.purdue.edu/handouts/general/gl_thesis.html

<http://www.unc.edu/depts/wcweb/handouts/thesis.html>

<http://essayinfo.com/basics/thesis.php>

The Thesis Statement

A thesis statement is an assertion, not a statement of fact or an observation.

- **Fact or observation:** People use many lawn chemicals.
- **Thesis:** People are poisoning the environment with chemicals merely to keep their lawn clean.

A thesis statement takes a stand rather than announcing a subject.

- **Announcement:** The thesis of this paper is the difficulty of solving our environmental problems.
- **Thesis:** Solving our environmental problems is more difficult than many environmentalists believe.

A thesis statement is the main idea, not the title. It must be a complete sentence that explains in some detail what you expect to write about.

- **Title:** Social Security and Old Age.
- **Thesis:** Continuing changes in the Social Security System make it almost impossible to plan intelligently for one's retirement.

A thesis statement is narrow, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.

- **Broad:** The American steel industry has many problems.
- **Narrow:** The primary problem in the American steel industry is the lack of funds to renovate outdated plants and equipment.

A thesis statement is specific rather than vague or general.

- **Vague:** Hemingway's war stories are very good.
- **Specific:** Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

A thesis statement has one main point rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.

- **More than one main point:** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.
- **One main point:** Stephen Hawking's physical disability has not prevented him from becoming a world renowned physicist.

A thesis statement may be revised while you are writing your essay.

- Writers often discover what their real purpose and point is in the process of putting their thoughts into words and then reading what they've written.
- Revision is an ongoing process.

IV. GATHER INFORMATION from a variety of sources.

- A. Pre-Search for background information.
 - 1. KWL
 - 2. Brainstorm
 - 3. Read
 - 4. Categorize
- B. List questions that need to be answered
 - 1. Five W's and an H (**who, what, where, when, why, and how**)
 - 2. Question Stems (**What caused... How does...**)

MORE ON QUESTION STEMS

<http://www.cheney268.com/Training/Research/ResearchQuestions.htm>
<http://criticallinks.org/launch/pdf/2A.2pdf>



- 3. Frames (**Parts and Wholes, History, Similarities and Differences, Value or Usefulness**)
 - 4. Add more specific questions as you research.
- C. Select sources of information. (Start with general encyclopedias, almanacs and dictionaries for an overview. Then move on to specialized sources on your topic.)
 - 1. Books (fiction, nonfiction, reference)
 - 2. Cassette tapes, CDs
 - 3. Films, videos, laser discs, DVDs
 - 4. People/interviews; letters
 - 5. Periodicals (magazines, newspapers)
 - 6. Pamphlets
 - 7. Software programs
 - 8. Television
 - 9. On-line sources

D. Take notes (Recommended format)

1. Use a Research Grid (recommended for younger students)
 - a. A large scale grid that enables students to categorize facts from several sources (*The Best Research Reports Ever* by Joan Clemmons and Lois Laase: Scholastic, 1998).
 - b. Start with one sheet of paper and tape on additional sheets.

Topic:	Question 1	Question 2	Question 3	Question 4
Source 1 Title Author Publication info	Answer question 1.	Answer question 2.	Answer question 3.	Answer question 4.
Source 2 Title Author Publication info	Answer question 1.	Answer question 2.	Answer question 3.	Answer question 4.

2. Use index cards. (Size of card to be determined by teacher).
 - a. Record your research question on the **blank side** of the card.

(SAMPLES)

<u>Who</u> wrote the Declaration of Independence?	<u>Where</u> did the signing of it take place?
<u>When</u> was it written?	

- b. A separate card should be used for each **source**.

Example – When using a book include the following:

1. Author (if given)
2. Title
3. City of publication
4. Publisher
5. Copyright date
6. Page number(s) used

<i>Nardo, Don. <u>The Declaration of Independence: A Model for Individual Rights</u>. San Diego: Lucent Books, 1999. 64.</i>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
<hr/>	

SAMPLE-BOOK

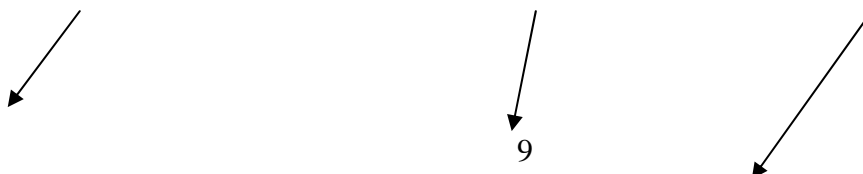
- c. Record notes on the same card **or** a separate card. (Some teachers prefer to keep source cards separate from note cards. Follow your teacher's instructions.)
1. Summarize important information.
 2. Write in phrases. Do not use complete sentences.
 3. When using the author's exact words, place quotation marks around them.
 4. Notes may be recorded on a source card (**method 1**) or begin on a subsequent card (**method 2**).

(Method 1) Encyclopedia Source Card + Note Card

<i>Green, Jack P. "Declaration of Independence." <u>Encyclopedia Americana</u>. 2000. 590</i>	(Question) ↓ <i>Who wrote the Declaration of Independence?</i>
<i><u>Thomas Jefferson wrote bulk of document</u></i> <i><u>Helped by John Adams, Roger Sherman, Robert Livingston, Ben Franklin</u></i>	
<hr/>	
<hr/>	
<hr/>	

Include the author and page number. If no author is listed, give the first word(s) of the entry.

(Method 2) Separate Source Card + Subsequent Card (abbreviated source info) + Notes



<p><i>Green, Jack P. "Declaration of Independence." Encyclopedia Americana, 2000.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><i>Green 590</i></p> <hr/> <p><i>Thomas Jefferson wrote bulk of document</i></p> <hr/> <p><i>Helped by John Adams, Roger Sherman</i></p> <hr/> <p><i>Robert Livingston, Ben Franklin</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>(Question)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Who wrote the Declaration of Independence?</i></p> </div>
---	---	--

Subsequent cards may be color-coded or numbered depending on the teacher's instructions.

3. Use a highlighter to emphasize key points or printouts.

MORE ON NOTE CARDS



<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/notes.html#LOOK>
http://www.crisresearchguide.org/12_Makig_Note_Cards.asp
<http://www.ipl.org/div/aplus/step4.htm>

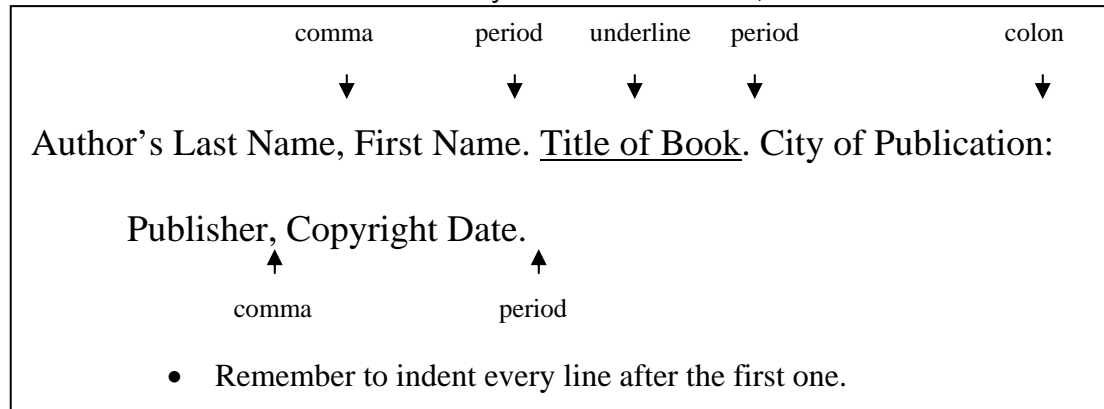
CITING SOURCES

Examples

A BASIC BOOK ENTRY

What to look for: Author–Title of Book–City of Publication–Publisher–Copyright Date

How to place information on Works Cited page:
Fill in line 1 until you run out of room, then move to line 2



EXAMPLE 1 - BOOK WITH ONE AUTHOR

Reverse the author's name; add a comma after the last name and a period after the complete name. Underline the complete title but do not underline the period that follows it. Use a colon between the city of publication and the publisher, a comma between the publisher and the copyright date, and a period after the date.

Steedman, Scott. Egyptian News. Cambridge: Candlewick Press, 1997.

Steedman, Scott. The Egyptian News. Cambridge:

Candlewick Press, 1997.

EXAMPLE 2 - TWO OR MORE BOOKS BY THE SAME AUTHOR

Give the name in the first entry only. Then in place of the name, type three hyphens, followed by a period, the title, and city of publication, publisher, and copyright date.

Lanham, Richard A. Ocean Life. New Haven: Yale UP, 2002.

---. Into the Depths. New Haven: Yale UP, 1999.

EXAMPLE 3 – A BOOK BY TWO OR THREE AUTHORS

List the names as they appear on the title page. Only reverse the name of the first author, add a comma, and give the other name(s) in normal order. Place a period after the last name.

Axelrod, Herbert R. and William Vorder. Feeding Tropical Fish.

New York: McGraw Hill, 1999.

EXAMPLE 4 – A BOOK BY THREE OR MORE AUTHORS

Name only the first author, add a comma, and add **et. al.**, or **and others.**

Sheridan, Marion C., **et al.** The Motion Picture and the

Depiction of Tropical Fish. New York: Appleton, 2001.

OR

Sheridan, Marion C., **and others,** The Motion Picture and the

Depiction of Tropical Fish. New York: Appleton, 2001.

EXAMPLE 5 – A BOOK WITH AN EDITOR, TRANSLATOR OR COMPILER RATHER THAN AN AUTHOR

Place a comma after the first name and follow with the abbreviation **ed.**, **trans.**, or **comp.** and a period.

Kozol, Jonathan, **ed.** Tropical Fish and Their Care and Feeding.

New York: Harper, 1999.

EXAMPLE 6 – A BOOK BY A CORPORATE AUTHOR

Cite the book by the corporate author, even if it is the publisher.

American Telephone and Telegraph. Annual Report.

New York: American Telephone and Telegraph. 2000.



MORE ON BOOK SOURCES

<http://owl.english.purdue.edu/owl/resource/557/07/>

A BASIC ENCYCLOPEDIA ENTRY

What to look for: Author-Title of Article-Name of Encyclopedia-Copyright Date

How to place information on Works Cited page:

comma period quotation marks period

↓ ↓ ↙ ↘

Author's Last Name, First Name. "Title of Article."

Name of Encyclopedia. Copyright Date.

↑ ↑ ↑

underline period period

- Remember to indent every line after the first one.
- Place period inside quotation marks.

EXAMPLE 7- ENCYCLOPEDIA ARTICLE WITH AN AUTHOR

Look for the author's name at the conclusion of the article.

Chute, Walter H. "Aquariums." World Book Encyclopedia. 2001.

EXAMPLE 8 – ENCYCLOPEDIA ARTICLE WITHOUT AN AUTHOR

Give the title of the article first.

"Fish." New Standard Encyclopedia. 2000 .



MORE ON ENCYCLOPEDIA SOURCES

<http://ollie.dcccd.edu/library/Module4/M4-V/examples.htm#Encyclopedias>

<http://geocities.com/researchguide/12biblio.html#10>

http://myrin.ursinus.edu/help/resrch_guides/cit_style_mla.htm#encyclopedia

PERIODICAL ENTRY

What to look for: Author-Title of Article-Name of Periodical-Date of Publication-Page #.

How to place information on Works Cited page.

comma period quotation marks period

↓ ↓ ↙ ↘ ↘

Author's Last Name, First Name. "Title of Article."

Name of Periodical. Date of Publication: Page #.

↑ ↑ ↑ ↑

underline period colon period

- Remember to indent every line after the first one.
- Place period inside quotation marks.
- Date of publication DD/MM/YY

EXAMPLE 9 – AN ARTICLE FROM A WEEKLY OR BIWEEKLY PERIODICAL

Give the complete date beginning with the day and abbreviating the month. Next give the year followed by a colon and the page numbers of the article. If the article is not printed on consecutive pages, write the first page number and a plus sign.

Bazell, Robert. "Science and Society: Growth Industry."

New Republic. 15 Mar. 1998: 13-14.

EXAMPLE 10 - AN ARTICLE FROM A MONTHLY OR BIMONTHLY PERIODICAL

Give the complete date, beginning with the month ending with the year.

Nixon, Will. "Are We Burying Ourselves in Junk Mail?"

Environmental Magazine. Nov – Dec. 1999: 30+.

EXAMPLE 11 – AN UNSIGNED ARTICLE

Begin the entry with the title. Ignore the articles *a*, *an* and *the* when you alphabetize.

"The Decade of the Spy." Newsweek. 7 Mar. 2000: 26-27.

EXAMPLE 12 - A SIGNED ARTICLE FROM A DAILY NEWSPAPER

If an edition is listed, add a comma after the date and specify the edition (*late ed.*). Follow the edition – or the date if there is no edition – with a colon and the page number(s.)

Whited, Charles. “The Priceless Treasure of the Marquesas.” Miami Herald.

15 July 2001, late ed.: 1.

EXAMPLE 13 - AN UNSIGNED ARTICLE FROM A DAILY NEWSPAPER

Start with the title of the article.

“Culture Shock: Williamsburg and Disney World, Back to Back.”

New York Times. 21 Sept. 1999: A1+.

EXAMPLE 14 - AN EDITORIAL

If signed, begin with the author’s name. Follow with the title and add the label ***Editorial***. Add a period and conclude with publication information.

Fisher, Marty. “From Good News to Bad.” Editorial.

Washington Post. 16 July 1994: 10.

If unsigned, begin with the title.

“Safe Schools.” Editorial. Asbury Park Press.

20 May 2002: C2.



MORE ON PERIODICAL SOURCE

<http://www.ccc.commnet.edu/mla/journals.shtml>

http://www.wisc.edu/writing/Handbook/DocMLAWorksCited_Article.html

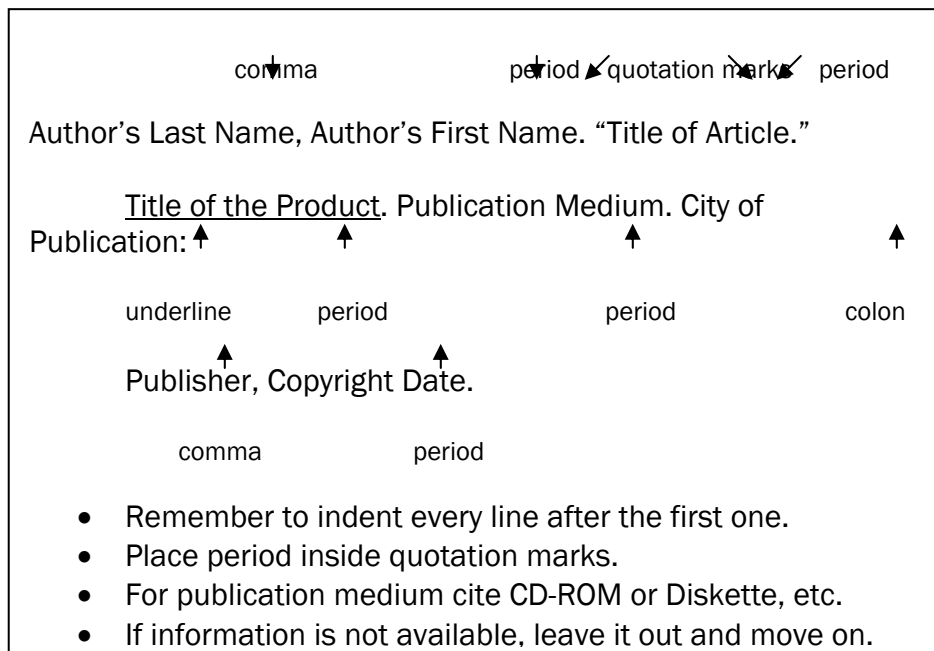
<http://www.shore.ctc.edu/library/tutorial/tmcite.htm>

BASIC PORTABLE DATABASE ENTRY

(CD-ROM, Diskette, etc.)

What to look for: Author-Title of Article-Title of Product-Publication Medium-City of Publication-Publisher-Copyright Date.

How to place information on Works Cited page.



EXAMPLE 15 – ENCYCLOPEDIA AND OTHER PUBLICATION ON CD-ROM WITH AUTHOR

Cite as you would a book and add the title of the article and the publication medium, CD-ROM.

Holbein, Hans. "The Ambassadors." Microsoft Art Gallery.

CD-ROM. Redmond: Microsoft, 2000.

EXAMPLE 16 – ENCYCLOPEDIA AND OTHER PUBLICATION ON CD-ROM WITHOUT AN AUTHOR

Start with the name of the article.

"Wyoming." Grolier Multimedia Encyclopedia. CD-ROM.

Danbury: Grolier Inc., 2002.



MORE ON PORTABLE DATABASE SOURCES

<http://www.monroecc.edu/depts/library/mla.htm#cd>



Useful Websites for Evaluating the Validity of Internet Resources



There are five basic criteria that you can use to evaluate Internet sites, which are very similar to the criteria used for evaluating other resources. They are:

- Accuracy
- Authority
- Objectivity
- Currency
- Coverage

The following Internet sites explain how to evaluate sites on the web based on the above criteria. Some contain student handouts, as well as step-by-step on-line tutorials. Choose the sites that best fit your needs.



<http://library.albany.edu/usered/webeval/>
<http://www.2learn.ca/evaluating/evaluating.html#>
<http://www.virtualchase.com/quality/>
<http://www.lib.purdue.edu/ugrl/staff/sharkey/interneteval/>
<http://lib.nmsu.edu/instruction/evalcrit.html>

A BASIC ONLINE ENTRY

What to look for: Author-Title of Document-Title of Site-Date of Publication or Update-
Name of Institution or Organization that sponsors the site-Date of Access-URL.

How to place information on Works Cited page.

comma period quotation marks period

↓ ↓ ↘ ↓

Author's Last Name, Author's First Name. "Title of Document."

Underline period period

↓ ↓ ↓

Title of Site. Date of Publication or Update. Name of Institution or
Organization that sponsors the site. period period
↓ Date of Access. ↓ <URL>.

↗ ↖ ↑

angle brackets period

- Remember to indent every line after the first one.
- Place a period inside quotation marks.
- For Title of Document cite the subject on the page where information is found.
- For Title of Database cite the name of the homepage or complete work.
- For Date of Access put **DD/MM/YY**
- Write the URL (web address) in angle brackets. MLA requires it for clarity.
- If information is not available, leave it out and move on.

EXAMPLE 17 – WORLD WIDE WEB

To cite files available on the WWW, give the author's name (if known); the full title of the work, in quotation marks; the title of the complete work or database (if applicable), underlined; followed by the publication medium (Online), the name of the computer network (Internet), and the date the document was accessed. At the end of the entry add the URL (uniform resource locator) in angle brackets.

Webb, Kerry. "US Civil War Generals." The American Civil War Homepage.

Online. Internet. 22 May 2002. < http://sunsite.utk.edu/civilwar/war
web.html#bios>.

EXAMPLE 18 - MAGAZINE ARTICLES ONLINE

Cardamone, Angela. "Biomes, Biomes." Biology Today. Feb. 1999: 20-27.
Ebscohost. Ebsco Publishing. M.S.SOUTH Media Center. 24 Apr. 2002.

CITING OTHER SOURCES

EXAMPLE 19 - FILMS; RADIO AND TELEVISION PROGRAMS

Begin with the title, underlined and include the director, distributor, and year of release. Other important information such as the names of writers, performers, and producers may be included between the title and distributor.

It's a Wonderful Life. Dir. Frank Capra. RKO, 1946.

EXAMPLE 20 - LIVE PERFORMANCES AND CONCERTS

Begin with the title, underlined, and include the site of the performance (theatre and city) separated by a comma and followed by period, and conclude with the date of the performance. Other important information such as the names of writers, performers, and producers may be included between the title and distributor.

Annie. By Thomas Meehan. Music by Charles Strouse. Lyrics by
Martin Charnin. Shubert Theatre, Boston. 10 Feb. 1982.

EXAMPLE 21 - RECORDINGS

Begin with the composer, conductor, or performer. List the title of the recording, the artist or artists, the publisher, and the year of issue. Place a comma between the publisher and date, periods after everything else.

Snider, Todd. Songs for Me. Warner Bros., 1992.

EXAMPLE 22 - WORKS OF ART

Begin with the artist's name and follow with the title of the work, underlined, the name of the institution it is housed in, or the individual who owns it, followed by a comma and end with the city.

Rodin, Auguste. The Thinker. Rodin Museum, Paris.

EXAMPLE 23 - MAPS AND CHARTS – Treat the same as a book with no author and add a descriptive label, (Map, Chart) after the name of the item.

New Jersey. Map. Chicago: Rand, 2005.

EXAMPLE 24 - CARTOONS AND ADVERTISEMENTS – Begin with the artist's name, the title of the cartoon or comic strip in quotation marks and a descriptive label (Cartoon, Comic strip) followed by publication information (Name of periodical, date, page).

Davis, Jim. "Garfield." Comic strip. Asbury Park Press 14 July 2006: G6.

EXAMPLE 25 - PUBLISHED AND UNPUBLISHED LETTERS – Begin with the author and follow with the title in quotation marks. Add the date of the letter and, if assigned, the number. If part of a larger collection (play, novel, etc) underline the title. Name the editor, translator or compiler preceded by the appropriate abbreviation (Ed., Trans., Comp.). Give the publication date and a period followed by page numbers of the piece.

Twain, Mark. "Banned in Concord." Letter to Charles L. Webster.
18 mar. 1885.

Letter 850318 of Mark Twain. Ed. Jim Swick. 2005. 10 Oct. 2005. 34-39.

EXAMPLE 26 – INTERVIEWS – Begin with the name of the person interviewed. If the interview was part of a publication, recording or program, place the title of the interview in quotation marks. If the interview was published underline the title. If the interview was untitled use the label, *Interview* followed by the interviewer's name. Finish with the appropriate bibliographic information for the type of publication.

Clinton, Bill. Interview with Larry King. Larry King Live. CNN. 24 June 2004.

Ferraro, Geraldine, Personal interview. 25 July 1984.

EXAMPLE 27 - LECTURES, SPEECHES, AND ADDRESSES – Begin with the speaker’s name; the title of the presentation, in quotation marks, the meeting and the sponsoring organization; the location and the date. If there is no title, give a description (Address, Lecture, Keynote, Reading).

Russo, Michael. “A Painter Speaks His Mind.” Museum of Fine Arts. Boston, 5 Aug. 1984.

Cuomo, Mario. Keynote address. Opening Sess. Democrat National Convention. San Francisco, 16 July 1984

EXAMPLE 28 - GOVERNMENT PUBLICATION – Begin with the author or government agency, follow with the title underlined and conclude with publication information (place, publisher and date).

United Nations. Consequences of Rapid Population Growth in Developing Countries. New York: Taylor, 2001.

EXAMPLE 29 – VIDEOCASSETTE and DVD – Treat like a film (Example 19) but include the original release date and the medium before the name of the distributor.

It’s a Wonderful Life. Dir. Frank Capra. 1946.DVD.Republic, 2001.

Saving Private Ryan. Dir. Steven Spielberg. 1998.

DVD. Dream Works Home Entertainment,

EXAMPLE 30 – ADVERTISEMENTS- Begin with the name of the product, company or institution followed by the description (Advertisement) and conclude with the publication information.

United Airline. Advertisement. CNN.30 July 2006.
K-Swiss. Advertisement. Seventeen. July 2006: 6-9.



MORE ON CITING SOURCES

<http://occawlonline.pearsoned.com/bookbind/pubbooks/hairston.awl/chapter4/custom1/deluxe-content.html>
<http://www.lib.unc.edu/instruct/citations/mia/index.html>
<http://www.northern.wvnet.edu/~tcraig/wc/html>

- V. **ORGANIZE INFORMATION** and decide what key points you want to make and in what order.
- A. Review notes.
 - B. Identify the key point. (Underline or highlight)
 - C. Group together note-cards or highlighted information that share the same key point.
 - D. Eliminate any facts or details that are not related.
 - E. Arrange information into an outline. Each time you list subtopics or details list at least two.

- TITLE OF REPORT
- I. Main Topic (Introduction)
 - A. Subtopic
 - B. Subtopic
 - II. Main Topic
 - A. Subtopic
 - 1. Detail* (Grades 6-8)
 - 2. Detail*
 - B. Subtopic
 - III. Conclusion/Summary

MORE ON OUTLINES



<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/outline.html>
<http://www.aresearchguide.com/1steps.html#step4>
<http://www.ccc.commnet.edu/mla/outlines.shtml>
http://www.esc.edu/esonline/across_esc/WritingResources.nsf/frames/The+Outline?OpenDocument

SAMPLE OUTLINE

DECLARATION OF INDEPENDENCE

(Grades 6-8)

- I. Events leading to the Declaration of Independence
 - A. First Continental Congress
 - 1. Held 1774, in Philadelphia, Pennsylvania **(detail)**
 - 2. Attended by all colonies except Georgia
 - 3. Adopted an agreement not to trade with England
 - 4. Proposed a second meeting
 - B. Second Continental Congress
 - 1. Met May 10, 1775, in State House
 - 2. Involved in Revolutionary War
 - 3. Sent a final appeal to King George III
 - 4. Used pamphlet, *Common Sense*, as argument
 - 5. Introduced Resolution for Independence
 - a. Richard Henry Lee **(sub-detail)**
 - b. Virginia
 - 6. Appointed committee to draft document
- II. Thomas Jefferson

DRAFTING

VI. WRITE A ROUGH DRAFT

- A. Convert your notes into an outline and your outline into paragraphs.
- B. Write an introductory paragraph.
 - 1. Use an introductory/attention getting sentence.
 - 2. Include your main (thesis) statement. One to three sentences which state(s) what you intend to prove. (**6th, 7th, 8th grade.**)
 - 3. Conclude with a transition sentence that leads into the next paragraph.
- C. Write the body of the paper.
 - 1. Support your main (thesis) ideas in each paragraph.
 - 2. The main idea for each paragraph is either a **main topic** or **subtopic** from the outline.
 - 3. Use facts and examples that support the key point.
 - 4. Use good transitional words that provide a flow from one paragraph to the next.
- D. Write the conclusion.
 - 1. Summarize your main (thesis) idea. Review the major points presented in the paper. Do not give new information.
 - 2. Conclude the **paragraph** with a clincher sentence.

VII. REVISE in order to improve meaning.

- A. Revision checklist
 - 1. Does your report have a focused topic or thesis statement in the introduction?
 - 2. Does your introduction attract the reader's attention?
 - 3. Does each paragraph relate back to the main (thesis) statement?
 - 4. Does your report include sufficient facts and details that support your main (thesis) statement?

5. Does your report include unnecessary repetition?
 6. Did you use your own words throughout the report?
 7. Did you use a variety of sources?
- B. Proofread/Edit
1. Are all the sentences complete and correctly punctuated?
 2. Did you use correct subject-verb agreement?
 3. Did you spell each word correctly?



MORE ON DRAFTING AND REVISING

<http://www.gmu.edu/departments/writingcenter/handouts/check.html>
<http://web.uvic.ca/wguide/Pages/EssayWritingRevising.html>
<http://www.ipl.org/div/aplus/linksrevising.htm>

VIII. CITE SOURCES to avoid plagiarism. A student writer must give credit to the source from which he/she borrowed the information.

The information to be cited should include:

A. In-text citation (**8th grade**)

1. Direct quotations.

Sample – Crazy Horse said: “At times we did not get enough to eat, and we were not allowed to leave the reservation” (Hakim 85).

2. **Exact words** taken from a source.

Sample – Most of the settlers in the West were farmers and ranchers while the Indians were hunters. “Hunters need uncultivated land so herds of buffalo and deer can roam. Farmers need land cleared of wild animals so their crops won’t be trampled, eaten, and destroyed” (Hakim 80).

3. **Specific facts** not commonly found.

Sample – P.T. Barnum built a circus ring that sat 20,000 people who watched 400 performers (Hakim 102).

B. Parenthetical References

1. The information to be cited is followed by parentheses (). Inside the parentheses is the author's last name or the first word of the entry and the number of the page on which the information was found. (See exceptions pp. 24, 25, 26)
2. There is **no** comma between the author's name and the page number.
3. The period at the end of the sentence is positioned **after** the parentheses.

- C. Make sure all the sources you cite in your paper are also listed on the Works Cited page.



MORE IN-TEXT CITATIONS

http://www1.esc.edu/personalfac/hshapiro/writing_program/students/Handouts/main/research_mia.htm
<http://owl.english.purdue.edu/owl/resource/557/02/>
http://www.dianahacker.com/resdoc/p04_c08_s1.html

IN-TEXT CITATION REFERENCES – 8TH GRADE

BOOKS

1. A BOOK BY ONE AUTHOR - Cite the author's last name and the page number(s) of the source in parentheses.

In our rapidly changing world, "new aspects of the national personality may be suddenly brought to light by a political or military event" (Hardwick 130).

CITATION

(Author pp)
(Hardwick 130)

WORKS CITED PAGE

Hardwick, Henry. America 2000.

New York: Steck Vaughan, 1998.

2. TWO OR MORE BOOKS BY THE SAME AUTHOR – If your Works Cited list contains two or more titles by the same author, place a comma after the author's last name, followed by a shortened version of the title, and then add the page number(s).

(Author, Shortened Title pp)
(Toffler, Future 196)

3. A BOOK BY TWO OR THREE AUTHORS - Consult the title page of the book and list the last name of every author as it is listed by the publisher and then add the page number(s).

(Author and Author pp)
(Ostrander and Schroeder 51)

4. A BOOK BY MORE THAN THREE AUTHORS - Give the first author's last name followed by *et al.* or *and others* and then add the page number(s).

(First author et al. pp)
(Norton et al. 124)
or
(First author and others pp)
(Norton and others 124)

5. A BOOK WITH NO AUTHOR - In place of an author's name, give a shortened version of the title.

(Shortened Title pp)
(Information Please 572)

6. A BOOK BY A CORPORATE AUTHOR OR GOVERNMENT AGENCY – Although the full name of the agency may be included within parentheses, it is recommended that the corporate name be included in the text and only the page number in parentheses.

(Corporate Author pp)

(American Telephone and Telegraph 3)

or

American Telephone and Telegraph's Annual Report for 1997 specifies areas of growth in the coming years to be...(3).

7. A BOOK WITH AN EDITOR – In place of an author's name, give the editor's last name and then the page number(s).

(Editor pp)

(Welsh 109)

8. AN ANTHOLOGY OR COMPILATION – Cite the last name of the author(s) or editor(s) and then the page number(s).

(Author or editor pp)

(Hartman 96)

9. AN INTRODUCTION, PREFACE, FOREWORD, OR AFTERWORD – Cite the last name of the author and then the page number(s).

(Author pp)

(Soto 243)

10. A MULTI-VOLUME WORK – Indicate the specific volume after the author's name and follow it with a colon: and then the page number.

(Author volume: pp)

(Blotner 2: 137)

11. ONE OR MORE WORKS IN A REFERENCE – Cite each work in the normal fashion but separate each citation with a semicolon.)

(Author pp; Author pp)

(Oleson 59; Trimble 85)

12. LITERARY WORKS - Because literary works are available in many editions, it is necessary to include more than just an author and page number. After the page number(s), add a semicolon and other appropriate information. Use lowercase abbreviations such as "ch." for chapter, "sec." for section, and "bk. 8" for book number.)

(Author PP; book edition, chapter #)

(Eliot 578; bk. 8, ch. 80)

PERIODICALS

13. A SIGNED ARTICLE FROM A PERIODICAL (MAGAZINE, NEWSPAPER, JOURNAL, OR PAMPHLET) - Cite the author's last name and then add the page number(s).

(Author pp)
(Kilhan 15)

14. AN UNSIGNED ARTICLE FROM A PERIODICAL – Give a shortened version of the title of the article in parenthesis and then add the page number(s)

("Shortened article title" pp)
("Media Mayhem" 2)

ELECTRONIC SOURCES

15. WORLD WIDE WEB PAGES – Works on the World Wide Web are cited just like printed works. Since Web documents generally do not have fixed page numbers or any kind of section numbering, omit numbers from your in-text citation. Include the author's last name or if no author is listed a shortened version of the title in parenthesis.

(Author)	or	("Shortened Title")
(Schrock)		("Statistical Summary")

REMINDER!!!!!!!

Information in your text should direct readers to the correct entry in the Works Cited list.

IX. WORKS CITED PAGE

- A. Place at the end of the paper.
- B. Title the page *Works Cited*.
 - 1. Center the title one inch from the top.
 - 2. Double-space before the first entry.
 - 3. Do not underline the title of the page.
- C. Paginate the Works Cited page as a continuation of your text.
 - 1. Type your name and the number in the upper right-hand corner.
 - 2. Type the number one-half inch from the top of the page.
- D. Arrange Works Cited sources alphabetically by the last name of the author.
- E. If you are listing more than one work by an author, alphabetize by title.
- F. If an author is not named, alphabetize by the first letter of the title.
(Omit initial articles a, an, and the).
- G. Whenever possible, use a shortened form to give the publisher's name
(Random instead of Random House).
- H. Double space between the lines of each entry and between entries.
- I. Indent five spaces for each line after the first line of the entry.
- J. Separate author, title, and publication information with the correct punctuation.
- K. Finish each entry with a period.
- L. Do not number entries.
- M. Do not include page numbers with each entry.



MORE INFORMATION ON CREATING A WORKS CITED PAGE

*The following sites will help with the creation of Works Cited pages but it is still up to the student to double check the work to see that it conforms to the examples in the Howell Public Schools Research Handbook.

http://citationmachine.net/index.php?new_style=1#here
<http://www.openc.k12.or.us/citeintro/citeintro.php?Grd=Sec>
<http://www.easybib.com/>
<http://mhswebsite.tripod.com/tutorials/mlawizard.htm>
<http://www.noodletools.com/>

FINAL COPY

X. WRITE OR TYPE THE FINAL COPY

A. Heading and Title

1. A research paper no longer requires a title page.
2. On the first page in the left hand corner, type your heading
 - a. Name
 - b. Teacher's name
 - c. Course Title (Language Arts, Social Studies, Science etc.)
 - d. Due date
3. Use separate lines for each.
4. Double space items listed in heading.
5. Double space again and center title.
6. Do not underline anything.
7. Double space again after the title and begin paper.

B. Pagination (page numbers)

1. Number the pages of the report consecutively.
2. Start with the first page.
3. Type your last name before the page #.
4. Place the page numbers in the upper right hand corner one-half inch from the top.
5. Do not use hyphens, circles, periods, or the word "page."

- C. Proofread
- D. Organization
 - 1. Heading and Title
 - 2. Body
 - 3. Pictures/Charts etc.
 - 4. Works Cited
- E. Proofread again before submitting the research paper.

SAMPLE FIRST PAGE WITH HEADING AND PAGINATION

Last Name 1	
First Name Last Name	
Teacher's Name	
Course Title	
Date	
Title of Paper	
Body of paper.....	
.....	

DIRECTIONS: HOW TO INSERT PAGE NUMBERS USING MICROSOFT WORD.

1. On the **View** menu, click **Header and Footer**.
2. On the **Insert** menu, click **page number**.
3. Under **Position** select **Top of Page**.
4. Under **Alignment**, select **Right**.
5. Click in the box. **Show Number on First Page**.
6. Under **Format**, select **Number Format 1, 2, 3**.
7. Click **OK**.
8. Click **OK** again.
9. On the **Header**, type your last name before the number 1.
10. Close.

SAMPLE WORKS CITED

“Egyptian Mummies.” Encyclopedia Smithsonian. 1996. Smithsonian Institution. 20

July 2006. <<http://www.si.edu/resource/faq/nmnh/mummies.htm>>.

Hawass, Zahi. “Egypt’s Hidden Tombs Revealed.” National Geographic.

Sept. 2001:32.

Lesko, Leonard H. “Mummy.” The World Book Encyclopedia. 2000.

“Looking into History.” News for You. 22 January 2003: 3. Ebscohost. Ebsco

Publishing. M.S.North Media Center. 28 March 2003.

“Mummies: Eternal Bodies.” Microsoft Ancient Lands. CD-ROM. Redmond:

Microsoft, 1995.

“Mummification.” Land of the Pharaohs. Online. Internet. 06 March 2003.

<www.geocities.com/ndidier.geo/mummy.html>.

Parker, Richard A. “Mummy.” Encyclopedia Americana. 1999.

Steedman, Scott. The Egyptian News. Cambridge: Candlewick Press, 1997.

Steele, Philip. The Best Book of Mummies. New York: King Fisher, 1998.

“What are Mummies?” Mummies of Ancient Egypt. 6 August 1997. University of

Michigan. 20 July 2006. <www.si.umich.edu/CHICO/mummy/>.

A Works Cited is an alphabetical list of all sources used in your research. Sources are **alphabetized by author or by title if no author is given**.

***Remember to indent after first line.**



MORE ONLINE RESOURCES

(Current as of 8/07)

A+Research and Writing

<http://ipl.org/div/aplus/step1.htm>

Big 6 Assignment Organizer for Grades 7-12

<http://www.big6.com/kidsshowarticle.php?id=69>

Citation Formats & Style Manuals

<http://www.csuchico.edu/lref/newciting.html>

Columbia Guide to Online Style

http://www.columbia.edu/cu/cup/cgos/idx_basic.html

Duke Libraries: Guide to Library Research

<http://www.lib.duke.edu/libguide/sitemap.htm>

A Guide for Writing Research Papers Based on Modern Language Association
(MLA) Documentation

<http://www.ccc.commnet.edu/mla/format.shtm1>

The Kentucky Virtual Library Presents: How to Do Research

<http://www.kyvl.org/html/kids/homebase.html>

Landmarks Citation Machine

<http://www.citationmachine.net/>

NoodleTools

<http://noodletools.com/index.html>

A Research Guide for Students

<http://www.aresearchguide.com/styleguides.html>

Writing a Paper

<http://www.libraryspot.com/features/paperfeature.htm>

PULL OUT REFERENCE PAGE FOR A QUICK OVERVIEW OF COMMON WORKS CITED ENTRIES

BOOKS:

One Author:

Axelrod, Herbert R. Tropical Fish As a Hobby. New York:

McGraw Hill, 2000.

Two or Three Authors:

Axelrod, Herbert R. and William Vorder. Feeding Tropical

Fish. New York: McGraw Hill, 1999.

With an Editor:

Kozol, Jonathan, ed. Tropical Fish and Their Care and Feeding.

New York: Harper, 1999.

ENCYCLOPEDIAS:

With an Author:

Chute, Walter H. "Aquariums." World Book Encyclopedia. 2001.

Without an Author:

"Fish." New Standard Encyclopedia. 2000.

PERIODICALS:

Bazell, Robert. "Science and Society: Growth Industry."

New Republic. 15 Mar. 1998: 13-14.

INTERNET:

Basic Online Entry:

Webb, Kerry. "US Civil War Generals." The American Civil War Homepage.

2006.University of Tennessee. 22 May 2002.

<<http://sunsite.utk.edu/civilwar/warweb.html#bios>>.

Magazine Articles Online:

Cardamone, Angela. "Biomes, Biomes." Biology Today. Feb. 1999: 20-27. Ebscohost.

Ebsco Publishing. M.S.SOUTH Media Center. 24 Apr. 2002.

RESEARCH PROJECT PRESENTATION

Definition

Multimedia applications are presentation programs that allow students to create presentations by integrating text, Word Art, graphs, clip art, charts, templates, video, and audio clips (e.g. imovie, PowerPoint, Hyperstudio, KidPix, Pixie, MediaBlender, etc.)

Multimedia projects enhance an oral report by summarizing data and emphasizing highlights of the report.

The presentation should be in **short format** and not in full sentences. It should only be the “**outline**” **for your oral presentation** and not contain all of the information you intend to reveal.

REQUIREMENTS

Students are required to create a presentation based on the information contained in the research project and present it orally.

The **Presentation Project Guidelines** are outlined on pages 1 and 2 in this Handbook.

The **New Jersey Scoring Rubrics** are found on pages 39 and 40 and will be used to evaluate the project.

Presentation Rubric p. 41 and 42.

NEW JERSEY HOLISTIC SCORING RUBRIC

(MODIFIED FOR ASK)

Grades K-5

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command
Score	1	2	3	4	5
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus sense of unity and coherence Key ideas developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors

NON-SCORABLE RESPONSES	NR – No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic; or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transition 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct modifiers 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

**NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC
(for GEPA and HSPA only)**

Grades 6-8

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
		• Attempts to focus • May drift or shift focus	• Usually has single focus	• Single focus	• Single focus • Sense of unity and coherence • Key ideas developed	• Single distinct focus • Unified and coherent • Well developed
	• Minimal response to topic, uncertain focus	• Attempts organization • Few, if any, transitions between ideas	• Some lapses or flaws in organization • May lack some transitions between ideas	• Ideas loosely connected • Transitions evident	• Logical progression of ideas • Moderately fluent • Attempts compositional risks	• Logical progression of ideas • Fluent, cohesive • Compositional risks successful
	• No planning evident; disorganized	• Details lack elaboration, i.e. highlight paper	• Repetitious details • Several unelaborated details	• Uneven development of details	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
Usage	• No apparent control • Severe/numerous errors	• Numerous errors	• Errors/patterns of errors may be evident	• Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors
Sentence Construction	• Assortment of incomplete and/or incorrect sentences	• Excessive monotony/same structure • Numerous errors	• Little variety in syntax • Some errors	• Some variety • Generally correct	• Variety in syntax appropriate and effective • Few errors	• Very few, if any, errors
Mechanics	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors • Some errors that do not interfere with meaning	• Few errors	• Very few, if any, errors

NON-SCORABLE RESPONSES

NR = No Response	Student wrote too little to allow a reliable judgment, of his/her writing.
OT = Off Topic/Off task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
NE = Not English	Student wrote in a language other than English
WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information 	<ul style="list-style-type: none"> • Tense format • Subject verb agreement • Pronouns usage/agreement • Word choice/meaning 	<ul style="list-style-type: none"> • Variety of type, structure, and length • Correct construction 	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

Multimedia Presentation Rubric
Research Project Strand – Grades 3-5

	1 (Inadequate Command)	2 (Limited Command)	3 (Adequate Command)	4 (Strong Command)	Total Points
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Content/ Organization	<ul style="list-style-type: none"> • Presentation has little or no focus with few or unrelated details. • Audience cannot understand presentation because there is no sequence of information. 	<ul style="list-style-type: none"> • Presentation attempts to focus on a central idea with some listed details. • Audience has difficulty following presentation because student jumps around. 	<ul style="list-style-type: none"> • Presentation conveys a central idea with details. • Student presents information in logical sequence which audience can follow. 	<ul style="list-style-type: none"> • Presentation has a clear focus and contains elaborated details that support the central idea. • Student presents information in logical, interesting sequence which audience can follow. 	
Graphics/ Sound/ Effects	Student use of graphics, sound, and text is confusing, irrelevant, and distracting.	Student use of graphics, sound, and text are somewhat purposeful, but many are irrelevant to the content.	Student use of graphics, sound, and text are purposeful, and most are related to the content.	Student use of graphics, sound, and text are purposeful, logical, and convey relevant content.	
Mechanics	Presentation has spelling errors and/or grammatical errors that detract from the meaning.	Presentation has misspellings and/or patterns of grammatical errors.	Presentation has few misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact/ Delivery	<ul style="list-style-type: none"> • Student reads all of report with no eye contact. • Student speaks too softly or loudly with little or no expression; no evidence of pacing or intonation. 	<ul style="list-style-type: none"> • Student occasionally uses eye contact, but still reads most of the report. • Student may speak too softly or loudly with little or no expression; little evidence of pacing or intonation. 	<ul style="list-style-type: none"> • Student maintains eye contact most of the time but frequently returns to notes. • Student speaks audibly with expression; attempts to use pacing and intonation. 	<ul style="list-style-type: none"> • Student maintains eye contact with audience, seldom returning to notes. • Student speaks audibly with expression; uses pacing and intonation effectively. 	
				Total Points:	

Adapted from rubric developed by Information Technology Services, NC Department of Public Instruction.

Multimedia Presentation Rubric
Research Project Strand – Grades 6-8

	1 (Inadequate Command)	2 (Limited Command)	3 (Adequate Command)	4 (Strong Command)	Total Points
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Content/ Organization	<ul style="list-style-type: none"> • Presentation has little or no focus with few or unrelated details. • Audience cannot understand presentation because there is no sequence of information. 	<ul style="list-style-type: none"> • Presentation attempts to focus on a central idea with some listed details. • Audience has difficulty following presentation because student jumps around. 	<ul style="list-style-type: none"> • Presentation conveys a central idea with details. • Student presents information in logical sequence which audience can follow. 	<ul style="list-style-type: none"> • Presentation has a clear focus and contains elaborated details that support the central idea. • Student presents information in logical, interesting sequence which audience can follow. 	
Graphics/ Sound/ Effects	Student uses superfluous or no graphics, sound, and effects.	Student occasionally uses graphics, sound or effects that rarely support text and presentation.	Student uses graphics, sound or effects that relate to text and presentation.	Student uses graphics, sound, or effects that explain, reinforce, and enhance screen text and presentation.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact/ Delivery	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of the report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	<ul style="list-style-type: none"> • Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. • Little or no evidence of pacing, intonation, and expression. 	<ul style="list-style-type: none"> • Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. • Some evidence of pacing, intonation, and expression. 	<ul style="list-style-type: none"> • Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. • Evidence of pacing, intonation, and expression. 	<ul style="list-style-type: none"> • Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. • Effective pacing and intonation; student speaks with expression and utilizes gestures. 	
				Total Points:	

Adapted from rubric developed by Information Technology Services, NC Department of Public Instruction.