

## INFORMATION DETECTIVE

### Performance Standard 5B.A

Formulate two questions on a social studies or science topic and use various resources to investigate the answers accordingly:

- *Generating questions:* Generate 2 or more questions without teacher support.
- *Using prior knowledge:* State known information and shows use of prior knowledge to make personal connections without teacher support.
- *Identifying relevant information:* Select two or more text resources to answer his/her question.

### Procedures

1. *In order to analyze and evaluate information acquired from various sources (5B)*, students should experience sufficient learning opportunities to develop the following:
  - Formulate questions to define ideas through oral discussion of determined topic.
  - Distinguish between relevant and irrelevant information.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Choose a topic for the experience/event from social studies or science that will elicit interest for further study by students. Have age-appropriate resources available for students to browse. Prepare a K-W-L chart. As students discuss and identify their knowledge of the topic, record their responses in the “K” section of the K-W-L chart.
4. During the discussion, ask each student to compose a question for the “W” section of the K-W-L chart. Record the questions on the chart and on a sentence strip. Each student will use the sentence strip like a note card.
5. Have each student browse age-appropriate resources using the sentence strips as a reminder and identify information appropriate to his/her question. Information will be recorded in the “L” section of the K-W-L chart.
6. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

### Examples of Student Work follow

### Time Requirements

- One class period

### Resources

- Resource materials that provide information about the topic of inquiry
- Large K-W-L chart
- Information Detective Rubric

## INFORMATION DETECTIVE

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

- Exceeds standard (must receive 11 - 12 total points)
- Meets standard (must receive 8 - 10 total points)
- Approaches standard (must receive 5 - 7 total points)
- Begins standard or absent (must receive 3 - 4 total points)

	<b>Generating Questions</b>	<b>Using Prior Knowledge</b>	<b>Identifying Relevant Information</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Student is able to generate 2 or more questions without teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to state known information and shows use of prior knowledge to make personal connections without teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to select two or more resources to answer his/her question.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Student is able to generate 1 question with little or no teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to state known information and shows use of prior knowledge with little teacher prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to select one resource to answer his/her question without teacher support.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student is able to generate 1 question but needs teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to state known information with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to select one resource with teacher support to answer his/her question.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Student is not able to generate a question. Teacher has to assign a question.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is unable to provide any known information about topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is not able to determine what information is needed in a resource appropriate to his/her question.</li> </ul>
<b>Score</b>			

**INFORMATION DETECTIVE**

<b>What I Know</b>	<b>What I Want to Know</b>	<b>What I Learned</b>

INFORMATION DETECTIVE

ASSESSMENT 5B.A

What I Know	What I Want to Know	What I Learned
<p>Fish have gills instead of lungs. They have to have warm water. They like to have plants and rocks.</p>	<p>Why do they keep on opening their mouths? Why do they want to stay at the bottom?</p>	<p>Using gills and from water. It sucks in the water. When it's mouth is open. When it's mouth is closed, the water is pushed between the gills and squirted out past the gill covers. They look as if they're drinking water. But they're not. They're breathing. Fish breathe oxygen too.</p>

"Exceeds"

NAME

March DATE

3/15/02 2002

INFORMATION DETECTIVE

3

2

4

What I Know	What I Want to Know	What I Learned
<ul style="list-style-type: none"> <li>• He wore a black top hat</li> <li>• He didn't care if he was last</li> <li>• He said Slaverie was agenst the law</li> </ul>	<ul style="list-style-type: none"> <li>• When did Abe die?</li> <li>• When was his birthday?</li> </ul>	<ul style="list-style-type: none"> <li>His birthday was 12<sup>th</sup> February</li> <li>Abe died April 15, 1865.</li> <li>He saw slaves pulling wagons.</li> <li>His sister cared about him.</li> </ul>