

GATHERING, EVALUATING, AND ORGANIZING INFORMATION FOR A RESEARCH REPORT (See Assessment 5A.C and 5C.C)

Performance Standard 5B.C

Research, analyze and evaluate information gathered for a topic accordingly:

- *Locating information relevant to subject:* Use key words to identify relevant information; consistently discriminate between relevant and irrelevant information.
- *Taking notes:* Consistently record title, author and type of source; consistently record relevant information.
- *Sorting information under main topics:* Consistently sort/organize information under main topic.

Procedures

1. *In order to analyze and evaluate information acquired from various sources (5B)*, students should experience sufficient learning opportunities to develop the following skills:
 - Use key words to identify relevant information.
 - Discriminate between relevant and irrelevant information.
 - Organize related information under main topics.
 - List title, author, and type of resource (e.g., magazine, book, encyclopedia, website, interviewee) used in research.
2. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
3. Ask each student to select a topic (or assign one) to research. Students should read 3 or more appropriate sources in search of key words to find needed information on the chosen topic. Students should record relevant information using note cards or other methods to document the title, author, and kind of source used in the research (at least one note card per source.)
4. Have students organize the most relevant information into topics or categories. (Note: This information can be used to write a multi-paragraph research report (see assessment tasks 5A.C and 5C.C).)
5. 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

- Five class periods

Resources

- Research sources (e.g., reference books, Internet)
- Technology for research (if available)
- Note cards or other teacher selected methods for recording information
- Gathering, Evaluating, and Organizing Information For A Research Report Rubric

GATHERING, EVALUATING, AND ORGANIZING INFORMATION FOR A RESEARCH REPORT

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)

	Locating Information Relevant to Subject	Note Cards	Sorting Information Under Main Topics
4	<ul style="list-style-type: none"> • Consistently uses key words to identify relevant information. • Consistently discriminates between relevant and irrelevant information. 	<ul style="list-style-type: none"> • Consistently records title, author and type of source. • Consistently records relevant information. 	<ul style="list-style-type: none"> • Consistently sorts/organizes information under main topic.
3	<ul style="list-style-type: none"> • Usually uses key words to identify relevant information. • Usually discriminates between relevant and irrelevant information. 	<ul style="list-style-type: none"> • Usually records title, author and type of source. • Usually records relevant information. 	<ul style="list-style-type: none"> • Usually sorts/organizes information under main topic.
2	<ul style="list-style-type: none"> • Occasionally uses key words to identify relevant information. • Occasionally discriminates between relevant and irrelevant information. 	<ul style="list-style-type: none"> • Occasionally records title, author and type of source. • Occasionally records relevant information. 	<ul style="list-style-type: none"> • Occasionally sorts/organizes information under main topic.
1	<ul style="list-style-type: none"> • Seldom/never uses key words to identify relevant information. • Seldom/never discriminates between relevant and irrelevant information. 	<ul style="list-style-type: none"> • Seldom/never records title, author and type of source. • Seldom/never records relevant information. 	<ul style="list-style-type: none"> • Seldom/never sorts/organizes information under main topic.
Score			

TEETH

Permanent Teeth



- | | |
|---|------------------------------|
| 1 | Central Incisors |
| 2 | Lateral Incisors |
| 3 | Canines (Cuspids) |
| 4 | First Premolars (Bicuspids) |
| 5 | Second Premolars (Bicuspids) |
| 6 | First Molars |
| 7 | Second Molars |
| 8 | Third Molars |

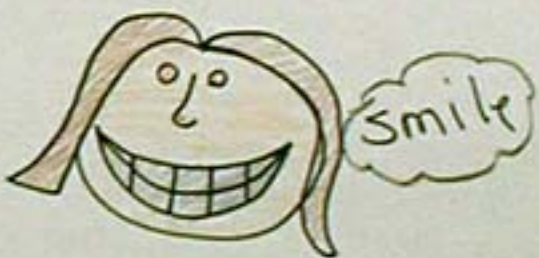
Structure of a Tooth



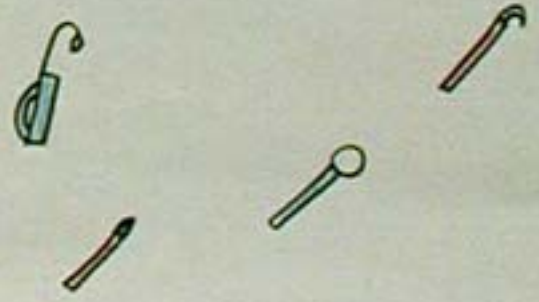
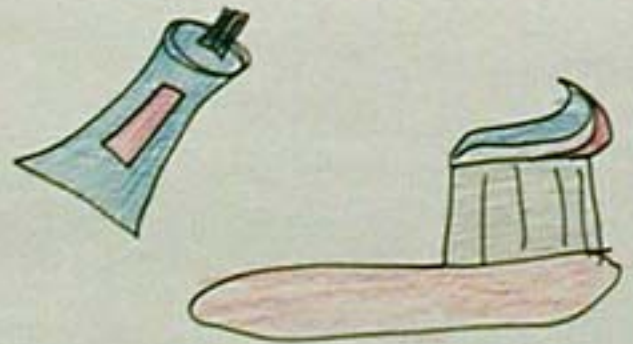
The crown is located at the top of the tooth.
 The enamel is also located at the top like a layer.
 The dentin is a nether sort of layer all around.
 The pulp cavity is a part inside the tooth.
 The gum is a layer that surround half of the tooth to keep it in place and protect it.
 The jaw bone keeps the gum in place.
 Also there is blood vessels in the tooth to help.

Adults have 32 teeth total.
 The following according to C.S. Tomes are the most usual times of eruption for C.S. Tomes are the most

- Lower central incisors 6 to 9 months.
- Upper incisors 8 to 10 months.
- molars 15 to 21 months.
- Canines 16 to 20 months.
- Second molars 20 to 24 months.



Keep brushing and smile

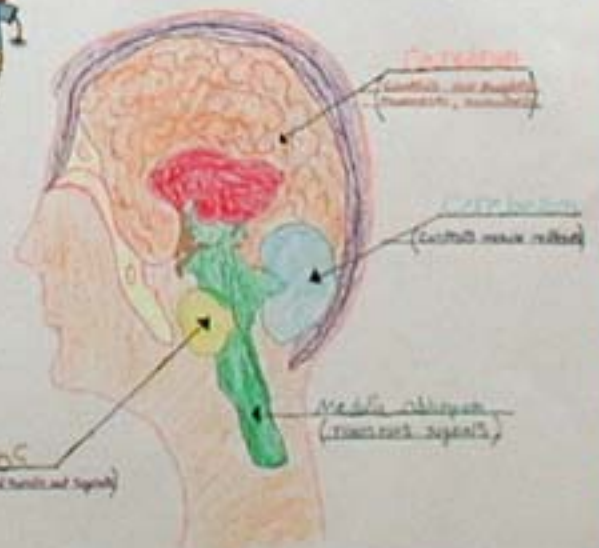
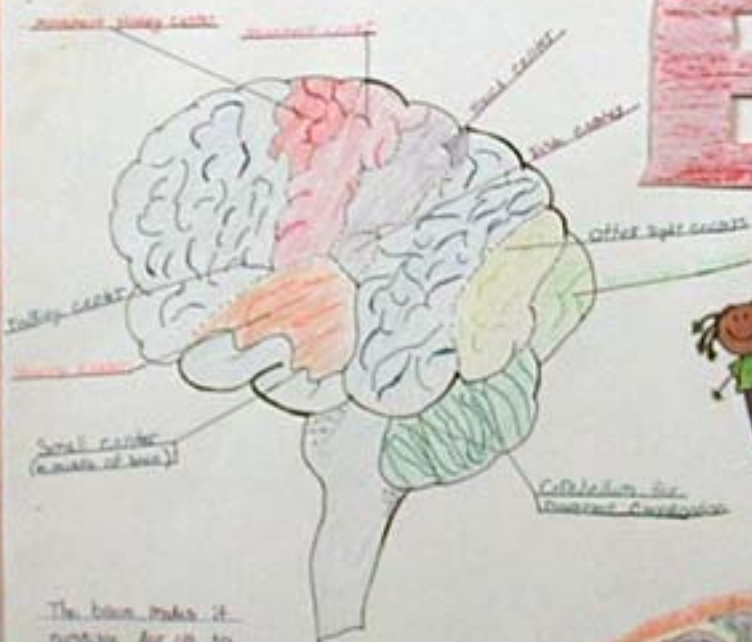


"Exceeds"

A 3 lb. Universe



YOUR BRAIN



The brain makes it possible for us to think, feel, love, reason, learn, remember, and most of all **Survive!**



ANS (Autonomic Nervous System) (controls all bodily and organ)

The four major portions of the base



DEBUT JANE OWNS TO