

GATHERING AND EVALUATING SOURCES FOR “THE GREATEST AMERICAN” SPEECH (See Assessments 4B.E, 5A.E, and 5C.E)

Performance Standard 5B.E

Evaluate 4 sources related to choosing candidates for the “Greatest American” and develop a bibliography accordingly:

- *Using diverse sources:* Choose sources that provide helpful, relevant information for the topic; choose sources that are varied including books (other than encyclopedias), magazines, Internet sources, interviews, and others.
- *Providing appropriate sources:* Use sources that meet the established criteria.
- *Developing a complete bibliography:* Provide appropriate information for authors, titles, publishers, dates of publication, page numbers, or substitute corresponding parts for non-print sources.
- *Using correct bibliographical form:* Write all entries in alphabetical order, punctuated correctly, and indented consistently and correctly; use margins that are consistently appropriate and space entries correctly.

Procedures

Note: This research assessment correlates with 4B-E and should be used in conjunction with that assessment. Advise students early in the year that they will be expected to select the greatest American sometime later in the year. They will study several periods in American history, define the term “greatest American,” and brainstorm and discuss possible criteria for selecting great Americans from the periods studied, and write down and save notes on these discussions.

1. ***In order to analyze and evaluate information acquired from various sources (5B)***, students should experience sufficient learning opportunities to develop the following skills:
 - Analyze information from primary print and non-print sources.
 - Evaluate sources by applying a set of criteria (e.g., accuracy, currency, reliability).
 - Identify primary sources.
 - Recognize the purpose of a bibliography.
 - Develop a bibliography using a simple, acceptable form.

Note: Provide students with opportunities to discuss the purpose of research, kinds of sources that one can use and ways to evaluate the usefulness of sources (establish informal criteria) and to examine some bibliographies and focus on basic, essential elements of an entry as well as the format for organizing a bibliography.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask the class to brainstorm to develop a list of criteria for determining credible sources.
4. Ask students to bring all of the sources they are considering using for their “Greatest American” speech (4B.E, 5A.E). Remind the students that they will be expected to have a minimum of 3 sources when they are finished evaluating and that at least 1 source at this stage must be non-print.
5. During the assessment, ask students to evaluate all of their sources by applying the criteria which were agreed to by the class during a pre-assessment activity. Also, ask them to write their reasons for keeping or discarding each source on a sticky note and attach that note to the source.
6. After students have selected at least 3 resources, have them prepare a bibliography, using a simple, acceptable form for all sources they plan to use in their speech.
7. Evaluate each student’s performance using the rubric during the one-on-one conferences. Add each student’s scores to determine the performance level.

Examples of Student Work not available

Resources

Time Requirements

- Two class periods (could be done before, during or after the bibliographic work)

- All sources being considered for “The Greatest American” speech
- Sticky notes
- Notes from pre-assessment activity
- Gathering and Evaluating Sources for “The Greatest American” Speeches Rubric

GATHERING AND EVALUATING SOURCES FOR “THE GREATEST AMERICAN” SPEECHES

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 points) Approaches standard (must receive 7 - 10 points)
 Meets standard (must receive 11 - 14 points) Begins standard or absent (must receive 4 - 6 points)

	Diversity of Sources	Rationale for Choosing Sources (Sticky Notes)	Content of Bibliography	Form of Bibliography
4	<ul style="list-style-type: none"> • All sources (4+) provide helpful, relevant information for the topic. • Sources are varied and include all of the following: <ul style="list-style-type: none"> ○ Books (other than encyclopedias) ○ Magazines ○ Internet sources (if available) ○ Interviews ○ Other possibilities 	<ul style="list-style-type: none"> • All sources (at least 4) which student decides to use consistently fulfill the criteria established during pre-assessment activity. 	<ul style="list-style-type: none"> • Appropriate information is consistently provided for the following elements: <ul style="list-style-type: none"> ○ Author(s) ○ Titles ○ Publisher(s) ○ Dates of publication ○ Page numbers as appropriate. <p style="text-align: center;">or</p> • Corresponding parts are substituted for non-print sources. 	<ul style="list-style-type: none"> • All entries are in correct alphabetical order. • Punctuation is consistently correct. • All indentations are consistently correct • Margins are consistently appropriate. • Spaces between entries are consistently correct.
3	<ul style="list-style-type: none"> • All sources (3+) provide helpful, relevant information for the topic. • Sources are varied and may include most of the following: <ul style="list-style-type: none"> ○ Books (other than encyclopedias) ○ Magazines ○ Internet sources (if available) ○ Interviews ○ Other possibilities 	<ul style="list-style-type: none"> • All sources (at least 3) which student decides to use usually fulfill the criteria established during pre-assessment activity. 	<ul style="list-style-type: none"> • Appropriate information is usually provided for most of the following elements: <ul style="list-style-type: none"> ○ Author(s) ○ Titles ○ Publisher(s) ○ Dates of publication ○ Page numbers as appropriate. <p style="text-align: center;">or</p> • Corresponding parts are substituted for non-print sources. 	<ul style="list-style-type: none"> • All entries are in correct alphabetical order. • Punctuation is usually correct. • Indentations are usually correct. • Margins are appropriate. • Most spaces between entries are correct.
2	<ul style="list-style-type: none"> • Sources provide some helpful, relevant information for the topic. • Sources are somewhat varied and may include some of the following: <ul style="list-style-type: none"> ○ Books (other than encyclopedias) ○ Magazines ○ Internet sources (if available) ○ Interviews ○ Other possibilities <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> • Encyclopedia 	<ul style="list-style-type: none"> • Some sources which student decides to use fulfill the criteria established during pre-assessment activity. 	<ul style="list-style-type: none"> • Appropriate information is occasionally provided for some of the following elements: <ul style="list-style-type: none"> ○ Author(s) ○ Titles ○ Publisher(s) ○ Dates of publication ○ Page numbers as appropriate. <p style="text-align: center;">or</p> • Corresponding parts are substituted for non-print sources. 	<ul style="list-style-type: none"> • Few entries are in correct alphabetical order. • Some punctuation is correct. • Few indentations are correct. • Few margins are appropriate. • Few spaces between entries are correct.
1	<ul style="list-style-type: none"> • Few/no sources provide helpful, relevant information for the topic. • Sources are not varied and do not include the following: <ul style="list-style-type: none"> ○ Books (other than encyclopedias) ○ Magazines ○ Internet sources (if available) ○ Interviews ○ Other possibilities 	<ul style="list-style-type: none"> • Few or no sources which student decides to use fulfill the criteria established during pre-assessment activity. 	<ul style="list-style-type: none"> • Little or no appropriate information is provided for the following elements: <ul style="list-style-type: none"> ○ Author(s) ○ Titles ○ Publisher(s) ○ Dates of publication ○ Page numbers as appropriate. <p style="text-align: center;">or</p> • Corresponding parts are substituted for non-print sources. 	<ul style="list-style-type: none"> • No entries are in correct alphabetical order. • Little or no punctuation is correct. • No indentations are correct. • No margins are appropriate. • No spaces between entries are correct.
Score				