

HONOR CODE

Performance Standard 4B.H

Students are to demonstrate group discussion skills by participating in a small group discussion to reach a consensus on the question: Should a school implement an honor code for test taking? The small group will present their results to the class accordingly:

- *Student Presentation:* demonstrate good speaking skills (e.g., vocabulary, rate, volume, style); use introduction, organized body and effective conclusion; use clear, audible, and appropriate language; use appropriate grammar, word choice and pacing.
- *Group Presentation:* state position; preview main points of the discussion; elaborate on main points.

Procedures

1. ***In order to speak effectively using language appropriate to the situation and audience (4B)***, provide students with sufficient learning opportunities to develop the following:
 - Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
 - Employ an engaging introduction, appropriate organization, and an effective conclusion.
 - Use verbal and nonverbal cues to engage the audience.
 - Use language that is clear, audible, and appropriate.
 - Use appropriate grammar, word choice, and pacing.
 - Utilize available technological resources (e.g., Internet, video, overhead, pictures, maps, diagrams).
 - Incorporate feedback to make impromptu modifications.
 - Manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.
 - Discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at a group consensus.
 - Evaluate and provide evidence to support synthesis of other people's content and feelings.
 - Rehearse presentations to overcome communication anxiety and apprehension.
 - Demonstrate composure while confronting and rebutting opposing viewpoints.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will read a literary selection that deals with an honor code (e.g., "So Much Unfairness of Things").
4. Students will be assigned to groups of 3 – 5 to provide opportunities to share and organize the work for the following prompt:
5. The school Board recently proposed the following concept: *"We believe the school should implement an honor code for test taking. We feel that the system will help students develop honesty, responsibility, trust, and better academic achievement."* We would like a reaction as to whether you agree or disagree with the concept.
6. Prior to assessment, groups will be assigned position (for or against an honor code).
7. Students will need to research and determine meaning of an honor code and the advantages/disadvantages of an honor code for test taking.
8. Students will record notes on discussion.
9. After completing group work, each group will present a summary of their findings regarding the implementation of the honor code.
10. Each student will submit his/her note cards following the presentation.
11. The due date will be the same for all students.
12. Each student will receive two scores (to be combined):
 - a. student segment
 - b. group consensus
12. As each student delivers his/her portion of the presentation, evaluate their performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work not available

Time Requirements

- Two to three class periods

Resources

- Writing materials
- Note cards
- Honor Code Rubric

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Student Prompt

The school Board recently proposed the following concept: “*We believe the school should implement an honor code for test taking. We feel that the system will help students develop honesty, responsibility, trust, and better academic achievement.*” We would like a reaction as to whether you agree or disagree with the concept.

HONOR CODE

NAME _____ DATE _____

- | | |
|--|---|
| <input type="checkbox"/> Exceeds 7 - 8 total points
<input type="checkbox"/> Meets 5 - 6 total points | <input type="checkbox"/> Approaches 3 - 4 total points
<input type="checkbox"/> Begins 2 total points) |
|--|---|

	Student Presentation: Speaking Skills	Group Presentation: Notes on Assigned Position
4	<ul style="list-style-type: none"> • Student consistently demonstrates good speaking skills <ul style="list-style-type: none"> ○ Vocabulary ○ Rate ○ Volume ○ Style • Student consistently uses engaging introductions, organized body and effective conclusion. • Student consistently uses language that is clear, audible, and appropriate. • Student consistently uses appropriate grammar, word choice, and pacing. 	<ul style="list-style-type: none"> • Group consistently states position. • Group consistently previews main points of the discussion. • Group consistently elaborates on main points.
3	<ul style="list-style-type: none"> • Student usually demonstrates good speaking skills <ul style="list-style-type: none"> ○ Vocabulary ○ Rate ○ Volume ○ Style • Student usually uses engaging introductions, organized body and effective conclusion. • Student usually uses language that is clear, audible, and appropriate. • Student usually uses appropriate grammar, word choice, and pacing. 	<ul style="list-style-type: none"> • Group usually states position. • Group usually previews main points of the discussion. • Group usually elaborates on main points.
2	<ul style="list-style-type: none"> • Student occasionally demonstrates good speaking skills <ul style="list-style-type: none"> ○ Vocabulary ○ Rate ○ Volume ○ Style • Student occasionally uses engaging introductions, organized body and effective conclusion. • Student occasionally uses language that is clear, audible, and appropriate. • Student occasionally uses appropriate grammar, word choice, and pacing. 	<ul style="list-style-type: none"> • Group occasionally states position. • Group occasionally previews main points of the discussion and is occasionally well worded. • Group occasionally elaborates on main points.
1	<ul style="list-style-type: none"> • Student seldom/never demonstrates good speaking skills <ul style="list-style-type: none"> ○ Vocabulary ○ Rate ○ Volume ○ Style • Student seldom/never uses engaging introductions, organized body and effective conclusion. • Student seldom/never uses language that is clear, audible, and appropriate. • Student seldom/never uses appropriate grammar, word choice, and pacing. 	<ul style="list-style-type: none"> • Group never states position. • Group seldom/never previews main points of the discussion and is not well worded. • Group seldom/never elaborates on main points.
Score		