ELD Final Research Project

Description: Students will research a topic of their choice. They will write a formal research paper that includes an original thesis and their findings. They will then present their research to the class.

Final Products:

Research Paper 70 points

Presentation with Visuals 30 points

*The paper and presentation will count as the course final exam (20% of overall grade)*

Check-In Dates: Students will receive a “classwork” grade at each check in point. They will receive points (1-10) if they have met or are work towards that goal by the deadline.

Thursday April 21st – Preliminary research complete. Minimum of six quality sources found on topic.

Tuesday, April 25th- working thesis draft complete

Thursday, April 27th- annotated bibliography (can be completed on google slides or on notecards)

Tuesday, May 3rd- Essay outline due at the beginning of class

Thursday, May 5 – Rough draft complete and ready for writer’s conferences

Final Due Dates:

Final Draft of Paper submitted via GoogleClassroom: **Tuesday, May 10th**

Presentations: **May 16th and May 18th** (Teacher will assign student presentation dates)

Requirements:

Paper: Must be written in MLA style with correct English grammar/conventions. 750 word minimum – 1500 word maximum (about 3 – 6 pages).

Thesis: includes a strong thesis

Essay organization: includes an introduction, body paragraphs and a conclusion; research is organized logically

Citations: the paper includes a works cited page, and all quotations/use of others’ research is appropriately cited.

Presentation: includes an introduction, definition of terms, presentation of question, thesis, research, and conclusion. Students should rehearse/prepare their presentation.

Research Paper Rubric:

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| CATEGORY | 4 | 3 | 2 | 1 |
| Introduction/  Thesis  \_\_\_\_ | \*exceptional introduction that grabs interest of reader and states topic.  \*\*thesis is exceptionally clear, arguable, well-developed, and a definitive statement. | \*proficient introduction that is interesting and states topic.  \*\*thesis is clear and arguable statement of position. | \*basic introduction that states topic but lacks interest.  \*\*thesis is somewhat clear and arguable. | \*weak or no introduction of topic.  \*\*paper’s purpose is unclear/thesis is weak or missing. |
| Quality of Information/  Evidence  \_\_\_\_ | \*paper is exceptionally researched, extremely detailed, and historically accurate.  \*\*information clearly relates to the thesis. | \*information relates to the main topic.  \*\*paper is well-researched in detail and from a variety of sources. | \*information relates to the main topic, few details and/or examples are given.  \*\*shows a limited variety of sources. | \*information has little or nothing to do with the thesis.  \*\*information has weak or no connection to the thesis. |
| Support of Thesis/Analysis  \_\_\_\_ | \*exceptionally critical, relevant and consistent connections made between evidence and thesis.  \*\*excellent analysis. | \*consistent connections made between evidence and thesis  \*\*good analysis. | \*some connections made between evidence and thesis.  \*\*some analysis. | \*limited or no connections made between evidence and thesis.  \*\*lack of analysis. |
| Organization/  Development of Thesis  \_\_\_\_ | \*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs. | \*clear and logical order that supports thesis with good transitions between and within paragraphs. | \*somewhat clear and logical development with basic transitions between and within paragraphs. | \*lacks development of ideas with weak or no transitions between and within paragraphs. |
| Conclusion  \_\_\_\_ | \*excellent summary of topic with concluding ideas that impact reader.  \*\*introduces no new information. | \*good summary of topic with clear concluding ideas.  \*\*introduces no new information. | \*basic summary of topic with some final concluding ideas.  \*\*introduces no new information. | \*lack of summary of topic. |
| Style/Voice  \_\_\_\_ | \*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity.  \*\*word choice is specific, purposeful, dynamic and varied.  \*\*\*sentences are clear, active (subject-verb-object), and to the point. | \*style and voice appropriate to the given audience and purpose.  \*\*word choice is specific and purposeful, and somewhat varied throughout.  \*\*\*sentences are mostly clear, active (SVO), and to the point. | \*style and voice somewhat appropriate to given audience and purpose.  \*\*word choice is often unspecific, generic, redundant, and clichéd.  \*\*\*sentences are somewhat unclear; excessive use of passive voice. | \*style and voice inappropriate or do not address given audience, purpose, etc.  \*\*word choice is excessively redundant, clichéd, and unspecific.  \*\*\*sentences are very unclear. |
| Grammar/Usage/  Mechanics  \_\_\_\_ | \*control of grammar, usage, and mechanics.  \*\*almost entirely free of spelling, punctuation, and grammatical errors. | \*may contain few spelling, punctuation, and grammar errors. | \*contains several spelling, punctuation, and grammar errors which detract from the paper’s readability. | \*so many spelling, punctuation, and grammar errors that the paper cannot be understood. |

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| PRESENTATION RUBRIC  (Common Core ELA aligned) | | | | |
|  | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard**   |
| **Explanation of Ideas & Information** | • uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas | • uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant | • uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question (CC 6-8.SL.4) |  |
| **Organization** | • does not include important parts required in the presentation  • does not have a main idea or presents ideas in an order that does not make sense  • does not have an introduction and/or conclusion  • uses time poorly; the whole presentation, or a part of it, is too short or too long | • includes almost everything required in the presentation  • moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order  • has an introduction and conclusion, but they are not effective  • generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea | • includes everything required in the presentation  • states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner (CC 6-8.SL.4)  • has an effective introduction and conclusion  • organizes time well; no part of the presentation is rushed, too short or too long |  |
| **Eyes & Body** | • does not look at audience; reads notes or slides  • does not use gestures or movements  • lacks poise and confidence (fidgets, slouches, appears nervous)  • wears clothing inappropriate for the occasion | • makes infrequent eye contact; reads notes or slides most of the time  • uses a few gestures or movements but they do not look natural  • shows some poise and confidence (only a little fidgeting or nervous movement)  • makes some attempt to wear clothing appropriate for the occasion | • keeps eye contact with audience most of the time; only glances at notes or slides  (CC 6-8.SL.4)  • uses natural gestures and movements  • looks poised and confident  • wears clothing appropriate for the occasion |  |

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|  | **Below Standard** | **Approaching Standard** | **At Standard** | **Above Standard**   |
| **Voice** | • mumbles or speaks too quickly or slowly  • speaks too softly to be understood  • frequently uses “filler” words (“uh, um, so, and, like, etc.”)  • does not speak appropriately for the context and task (may be too informal, use slang) | • speaks clearly most of the time; sometimes too quickly or slowly  • speaks loudly enough for most of the audience to hear, but may speak in a monotone  • occasionally uses filler words  • tries to speak appropriately for the context and task | • speaks clearly; not too quickly or slowly  (CC 6-8.SL.4)  • speaks loudly enough for everyone to hear; changes tone to maintain interest  (CC 6-8.SL.4)  • rarely uses filler words  • speaks appropriately for the context and task, demonstrating command of formal English when appropriate (CC 6-8.SL.6) |  |
| **Presentation Aids** | • does not use audio/visual aids or media  • attempts to use one or a few audio/visual aids or media but they distract from or do not add to the presentation | • uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation | • uses well-produced audio/visual aids or media to clarify information, emphasize important points, strengthen arguments, and add interest (CC 6-8.SL.5) |  |
| **Response to Audience Questions** | • does not address audience questions (goes off topic or misunderstands without seeking clarification) | • answers some audience questions, but not always clearly or completely | • answers audience questions clearly and completely  • seeks clarification, admits “I don’t know,” or explains how the answer might be found when unable to answer a question |  |
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