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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