

Grade 4 Research Project

RESEARCH PROCESS

Research & Note-Taking Completed by: Thursday, June 4

	4	3	2	1
Sources	Wide variety of sources <ul style="list-style-type: none"> • 3 books • 2 websites • 1 encyclopedia 	<ul style="list-style-type: none"> • Variety of sources • 2 books • 1 website • 1 encyclopedia 	<ul style="list-style-type: none"> • Some sources • 1 book • 1 website • 1 encyclopedia 	<ul style="list-style-type: none"> • Limited sources • 1 book or • 1 website
Note-Taking	<ul style="list-style-type: none"> • 36+ notes on topic • All notes are accurate and organized • All notes written in own words • All bibliography notes are complete • All notes are neat and easy to read 	<ul style="list-style-type: none"> • 21-35 notes on topic • Notes are accurate and mostly organized • Notes are mostly written in own words • Bibliography notes are complete • Notes are neat and mostly easy to read 	<ul style="list-style-type: none"> • 11-20 notes on topic • Notes are somewhat accurate and organized • Notes are somewhat written in own words • Bibliography notes are mostly complete • Notes are somewhat neat and easy to read 	<ul style="list-style-type: none"> • Less than 10 notes on topic • Few notes are accurate and organized • Notes are not written in own words • Few bibliography notes are complete • Few notes are neat and easy to read
Timeliness & Work Ethic	<ul style="list-style-type: none"> • Notes are completed by due date • Student is independently focused and productive during all research times 	<ul style="list-style-type: none"> • Notes are completed by due date • Student is focused and productive during most research times. • Student requires some teacher reminders to focus 	<ul style="list-style-type: none"> • Most notes are completed by due date • Student is occasionally focused and productive research times • Student requires frequent teacher reminders to focus 	<ul style="list-style-type: none"> • Some notes are completed by due date • Student is rarely focused and productive during all research times • Student requires teacher reminders to focus almost every research time •

WRITING PROCESS

Final Research Paper Completed in Class by: Friday, June 12

	4	3	2	1
Organization & Sorting of Notes	<ul style="list-style-type: none"> Evidence of organization of notes for 5+ paragraphs Research notes selected and used Notes are properly sequenced 	<ul style="list-style-type: none"> Evidence of organization of notes for 4 paragraphs Research notes selected and used Notes are properly sequenced 	<ul style="list-style-type: none"> Evidence of organization of notes for 3 paragraphs Some research notes are selected and used Notes are somewhat sequenced 	<ul style="list-style-type: none"> Evidence of organization for 2 paragraphs or less Few notes are selected and used Notes are not sequenced
Drafting	5+ paragraphs are on topic and have: <ul style="list-style-type: none"> Topic sentence 4+ supporting details and/or real-life examples Keywords/vocabulary Transition or concluding sentences 	4 paragraphs are on topic and have: <ul style="list-style-type: none"> Topic sentence 3 important related details and/or real-life examples Keywords/vocabulary Transition or concluding sentences 	3 paragraphs are on topic and have: <ul style="list-style-type: none"> Topic sentence Some supporting details Some keywords/vocabulary Some transition or concluding sentences 	2 paragraphs are on topic and have: <ul style="list-style-type: none"> Topic sentence Few supporting details Few keywords/vocabulary Few transition or concluding sentences
Revising	Evidence of thoughtful and quality revising on all paragraphs	Evidence of revising on all paragraphs	Evidence of revising on some paragraphs	Little or no evidence of revising paragraphs
Editing (grammar & conventions)	Evidence of editing on all paragraphs <ul style="list-style-type: none"> Some complex sentences and all are complete 0 capitalization errors 0 spelling errors Commas used in lists, addresses and dates 	Evidence of editing on all paragraphs <ul style="list-style-type: none"> No incomplete sentences 1 capitalization error 2-3 spelling errors Commas mostly used in lists, addresses and dates 	Evidence of editing on some paragraphs <ul style="list-style-type: none"> 3 incomplete sentences 2 capitalization errors 4-5 spelling errors Commas rarely used in lists, addresses and dates 	Little or no evidence of editing <ul style="list-style-type: none"> 4+ incomplete sentences 3+ capitalization errors 5+ spelling errors No commas used in lists, addresses and dates
Publishing (Typed)	<ul style="list-style-type: none"> Accurate copying of revised and edited draft Cover page Includes 3+ non-fiction text features Bibliography included Paper is neat 	<ul style="list-style-type: none"> Accurate copying of revised and edited draft Cover page Includes 2 non-fiction text features Bibliography included Paper is neat 	<ul style="list-style-type: none"> Some errors in copying revised and edited draft Cover Page Includes 1 non-fiction text feature Bibliography included Paper is somewhat neat 	<ul style="list-style-type: none"> Many errors in copying revised and edited draft No cover page No non-fiction text features No bibliography Paper is not neat
Timeliness & Work Ethic	<ul style="list-style-type: none"> Final paper is completed by due date Student is independently focused and productive during all writing times 	<ul style="list-style-type: none"> Final paper is completed by due date Student is focused and productive during most writing times Student requires some teacher reminders to focus 	<ul style="list-style-type: none"> Final paper is one day late Student is occasionally focused and productive writing times Student requires frequent teacher reminders to focus 	<ul style="list-style-type: none"> Final paper is more than one day late Student is rarely focused and productive during all writing times Student requires teacher reminders to focus almost every research time

3D Project and Presentation

Bring Completed Project to school on: Thursday, June 18

	3	2	1
Planning	<ul style="list-style-type: none"> • Selects and describes 3D project to show topic understanding • Creates a materials list and work plan • Uses calendar to plan work • Researches the presentation genre chosen ensuring a quality project 	<ul style="list-style-type: none"> • Selects and partially describes 3D project to show topic understanding • Partially creates a materials list and work plan • Somewhat uses calendar to plan work • Partially researches the presentation genre 	<ul style="list-style-type: none"> • Selects and minimally describes 3D project to show topic understanding • Materials list and work plan are not created • Does not use calendar to plan work • Does not research the presentation genre
Presentation	<ul style="list-style-type: none"> • Project design effectively shows topic and research • 3D product is attractive in design and layout and is neat • Visitors can easily understand project by viewing the 3D presentation without the presenter • Spelling and grammar are correct • Student speaks clearly and fluently and uses appropriate volume to communicate information to visitors 	<ul style="list-style-type: none"> • Project design shows topic and research • 3D product is somewhat attractive in design and layout and is not neat • Visitors can understand project by viewing the 3D presentation with some explanation from presenter • 1-2 spelling and grammar errors • Student speaks somewhat clearly and fluently and sometimes uses appropriate volume to communicate information to visitors 	<ul style="list-style-type: none"> • Project design does not show topic and research • 3D product does not use design and layout and is not neat • Visitors require a lot of explanation from presenter to understand 3D presentation • 3+ spelling and grammar errors • Student does not speak clearly or fluently or use appropriate volume to communicate information to visitors
Timeliness & Work Ethic	<ul style="list-style-type: none"> • Submits 3D project idea on June 1 • Submits 3D material list and work plan on June 4 • Student completes 3D project and presentation by June 18 • 3D project and presentation demonstrates the ability of a 4th grader 	<ul style="list-style-type: none"> • Submits 3D project idea one day later than June 1 • Submits 3D material list and work plan one day later than June 4 • Student completes 3D project and presentation by June 18 • 3D project and presentation somewhat demonstrates the ability of a 4th grader 	<ul style="list-style-type: none"> • Submits 3D project idea 2+ days later than June 1 • Submits 3D material list and work plan 2+ days later than June 4 • Student plans completes 3D project and presentation 1+ days later than June 18 • 3D project and presentation does not demonstrate the ability of a 4th grader

These are suggested ways a parent or guardian can help guide you through this 3D project and prepare for the presentation:

- Ask you questions about your progress in completing your work every day or every other day
- Help you gather your materials for the 3D project
- Help you brainstorm solutions to any problems that may arise as you work on your project
- Help you practice what you will say to visitors on the presentation day by asking you questions about your project
 - Why did you choose this topic?
 - How did you put the project together?
 - What did you learn about your topic?
 - Tell me about how you researched, wrote the paper, produced the 3D project and prepared for this presentation?
- Listen to you practice your presentation several times until you feel comfortable and confident about your explanations