**SPRING STUDENT ENRICHMENT PACKET**

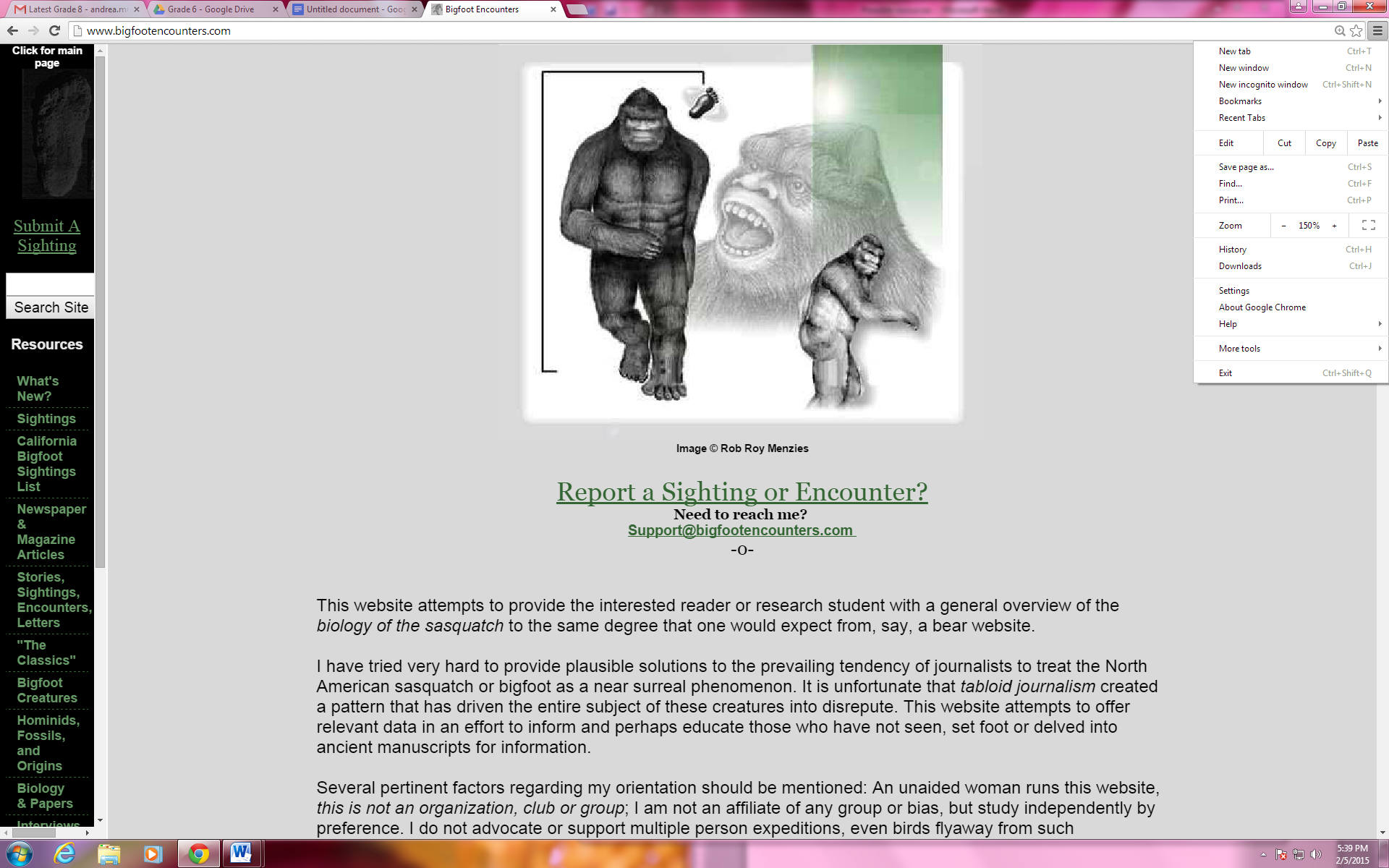
**RESEARCH SIMULATION TASK**

**READING/ENGLISH LANGUAGE ARTS**

**GRADE 6**

***ANSWER KEY***

**BIGFOOT ENCOUNTERS**



**™**

**Prince George’s County Public Schools**

**Office of Academic Programs**

**Department of Curriculum and Instruction**

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| **ITEM** | **CORRECT RESPONSE** |
| 1.A. | A–Something that is doubtful, supposed, or is suspicious |
| 1.B. | B– “none of the purported evidence has been verified” |
| 2. | C–It organizes the information to make it easier for the reader to find what he or she needs. |
| 3. | B–Eric Shipton photographed what he described as a Yeti footprint, which generated considerable attention and led to the story of the Yeti entering popular consciousness  AND  C–“Bigfoot gained international attention when the story was picked up by the Associated Press.” |
| 4. | Student responses will vary, but they should include the media format (news article, informational text) and specific examples of advantages and disadvantages of the format to present information. They should try to find at least two of each.  It is highly important that students use inferring skills to complete the Explanation/Importance boxes. This will help them understand the “So what?” of the advantages and disadvantages they have selected.  Using a graphic organizer such as this helps to prepare students to organize their thoughts in preparation for the final analysis project. |
| 5.A. | C–To state or perform effortlessly, often at great length |
| 5.B. | C–First on his list: “the fossil record” |
| 6.A. | D–They tell the reader that the evidence of the existence of Bigfoot is weak. |
| 6.B. | C–“Even if I'm certain a track wasn't made by anything else, how do I know it's Bigfoot? You can't." |
| 7.A. | A–There is not enough solid, scientific evidence to prove the existence of Bigfoot. |
| 7.B. | C–“The problem is that’s not evidence, it’s an anecdote…it’s interesting.” |
| 8. | Student responses will vary, but they should include the media format (news article, informational text) and specific examples of advantages and disadvantages of the format to present information. They should try to find at least two of each.  It is highly important that students use inferring skills to complete the Explanation/ Importance boxes. This will help them understand the “So what?” of the advantages and disadvantages they have selected.  Using a graphic organizer such as this helps to prepare students to organize their thoughts in preparation for the final analysis project. |
| 9.A. | D–He is excited by the mystery brought by this “wild man.” |
| 9.B. | A–Extraordinary character; lively sensation |
| 10.A | D–He thinks that one of the residents has planned a big joke. |
| 10.B. | A–In between laughs, another woman insisted, “I’m the monster, I’m the monster.” |
| 11. | Student responses will vary, but they should include the media format (news article, informational text) and specific examples of advantages and disadvantages of the format to present information. They should try to find at least two of each.  It is highly important that students use inferring skills to complete the Explanation/Importance boxes. This will help them understand the “So what?” of the advantages and disadvantages they have selected.  Using a graphic organizer such as this helps to prepare students to organize their thoughts in preparation for the final analysis project. |
| Analysis Project | Student answers will vary; however, the final product should meet the criteria presented in the relevant rubric on the following pages. |

**SCORING TOOLS**





**Use the appropriate rubric from the following pages to help guide your Analysis Project response.**

**NEWSCAST RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4** | **3** | **2** | **1** |
| **Evidence of Analysis of Resources** | The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s). | The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s). | The student response provides a generally accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s). | The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s). |
| **Creativity** | Newscast displays creativity through all aspects of presentation. Group included props or extras to make newscast life-like. | Newscast displays creativity through all aspects of presentation. | Newscast displays some creativity through all aspects of presentation. | Newscast displays little creativity. |
| **Rehearsed/Transitions** | The newscast appears well rehearsed with smooth transitions between group members. | The newscast appears somewhat rehearsed with semi-smooth transitions. | The newscast does not appear rehearsed and/or has few transitions. | The newscast is not rehearsed and there are no transitions. |
| **Typed Script** | The script is typed, includes all stories, and transitions and there are no grammatical errors. | The script is typed and includes all stories, but few transitions and/or some grammatical errors. | The script is typed, includes all stories, but few transitions and/or many grammatical errors. | The script is typed, includes most stories but no or few transitions and/or man grammatical errors. |

**Mock Interview Rubric**

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| --- | --- | --- | --- | --- |
| **Criteria** | **4** | **3** | **2** | **1** |
| **Content of Questions** | Mostly substantive/pertinent questions. A lot of variety in type and form of questions. | Some substantive/pertinent questions. Some variety in type and form of questions. | Few substantive/pertinent questions asked. Very little variety in type and form of questions. | Inappropriate questions asked to illicit responses. Lacked variety in type and form of questions. |
| **Organization of the Interview** | Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused. Presentation makes full, effective use of time and stays within time parameters. | Identifiable structure is present and consistently executed with few statements out of place. Presentation meets set time parameters. | Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic. Presentation falls slightly outside set time parameters | Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic. Interview falls well outside set time parameters. |
| **Evidence of Analysis of Resources** | The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s). | The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s). | The student response provides a generally accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s). | The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s). |
| **Language** | Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness. Professional language. | Presentation is free of serious errors in grammar, pronunciation, and/or word usage. Interviewer sounds mostly professional. | Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility. | Grammar, pronunciation, and/or word choice are severely deficient. Interviewer does not use professional language. |
| **Delivery** | Vocal and non-verbal delivery are well developed and enhance the interview experience. | Delivery is clear and commands the interview. Voice and body are evenly matched and appropriately managed for the situation. | Delivery neither enhances nor hinders performance. Appropriate gestures are communicated and some distracting mannerisms are visible. | Delivery is distracting or awkward and not commanding for an interview. Long silences or too much talking on the part of the interviewer. |

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| **Criteria** | **4** | **3** | **2** | **1** |
| **Evidence of Analysis of Resources** | The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s). | The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s). | The student response provides a generally accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s). | The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s). |
| **Originality/**  **Content/**  **Directions** | Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. All requirements were met. | Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. Most requirements were met. | Presentation shows an attempt at originality and inventiveness on  1-2 slides. Some requirements were met. | Presentation shows very little attempt at original thought. Few requirements were met. |
| **Spelling and Grammar** | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings, but no grammatical errors. | Presentation has  1-2 grammatical errors but no misspellings. | Presentation has more than 2 grammatical and/or spelling errors. |
| **Text - Font Choice & Formatting** | Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content. | A majority of font formats have been carefully planned to enhance readability. | Font formatting has been carefully planned to complement the content. It may be a little hard to read. | Font formatting makes it very difficult to read the material. |
| **Background**  **& Shapes** | All backgrounds/shapes do not detract from text or other graphics. Choice of background is appropriate for the topic. | Most backgrounds/shapes do not detract from text or other graphics. Choice of background is appropriate for the topic. | Background/shapes does detract from text or other graphics. | Background/shapes make it difficult to see text or competes with other graphics on the screen. |
| **Use of Images/Videos** | All images/videos are attractive (size and colors) and support the theme/content of the presentation. | A few images/videos are not attractive but all support the theme/content of the presentation. | All images/videos are attractive but a few do not seem to support the theme/content of the presentation. | Several images/videos are unattractive and detract from the content of the presentation. No graphics/clipart used. |

**Prezi/Brochure/Google Slides Rubric**

CONDENSED SCORING RUBRIC FOR ANALYTIC ESSAY

