

For Scoring Purposes Only

Booklet Number: - _____

Please print scorer ID

Scorer 1 Dr. Carmen Sánchez Sadek

Absent (Circle): Day 1 Day 2 Day 3

Scorer 2 _____

Day 4 Day 5 Day 6

Scorer 3 _____

Accommodations: Dictated Response

More Time: _____ min.

Other _____

**On-Demand Assessment
Student Booklet**

***Understanding The Brain And
Its Role In Personal Decisions***

**English 8th Grade / Creative Writing and Skills
Exposition -- Language Arts**

Grade 8

Work-in-Progress

Foshay Learning Center

September 2008

Name: _____ **Date:** _____

Teacher: Dr. Carmen Sánchez Sadek **Grade 8** **School:** Foshay Learning Center

Institute for Standards, Curricula, and Assessments at United Teachers Educational
Foundation In the Los Angeles Unified School District

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Independent On-Demand Assessment*
____-Day Format

Day 1—Prewriting and Planning

Step 1: Read the prompt silently as I read it aloud. (5 min.)

You have been thinking, reading, writing, talking and listening like a 21st century researcher while we have been learning about the brain and

1. The Deep Limbic System
2. The Basal Ganglia
3. The Pre-frontal Cortex
4. The Cingulate and
5. The Temporal Lobes

We have also studied the brain's role in making effective personal decisions.

TOPIC -- Now, write a research report of at least 650 words (maximum 700 words) about ONLY ONE of the brain's systems or parts listed above (1 - 5) and the role of your selected system or part in making effective personal decisions.

RESEARCH QUESTION - Your research question is:

How can the _____(Your Choice 1 - 5 above) help a student make successful personal decisions?

THESIS - Write your THESIS: Remember that a THESIS

1. Answers the research question;
2. Is an arguable position statement;
3. Is specific -about yourself, as you make personal decisions—rather than general;
4. Peaks the reader's interest; and
5. Provokes thinking.

Synonyms for THESIS include:

1. Main idea: The main idea of my research report is that
2. Assertion: I can categorically state in this research report that
3. Claim: In this research report I present strong evidence that
4. Position: After careful thought I endorse the view that
5. Argument: In my presentation of research findings I argue that . . . , or
6. Controlling idea: Throughout this report the evidence supports

Again, define a THESIS that conveys *your perspective* on the selected TOPIC.

IMPORTANT IDEAS ABOUT THE TOPIC - You researched appropriate and valuable primary and secondary sources about your selected TOPIC. As you write your research report be sure to include at least ONE of the following three ways to report the important ideas about your selected topic:

1. Summary, or
2. Paraphrase, or
3. Quotation.

STRUCTURAL PATTERN - Choose a way, a form, an order or a format to organize the important ideas about your selected topic:

1. Chronological Order
2. Example / List Order
3. Cause and Effect Order
4. Problem to Solution Order
5. Spatial Order
6. Climactic Order
7. Reverse Climactic Order
8. Process Order
9. Classification Order
10. Comparison/Contrast Order

UNITY, COHERENCE, LOGIC, AND CONSISTENCY - Review your research report to make sure that:

UNITY - The text in your report focuses on ONE MAIN IDEA.
COHERENCE - Supporting sentences are grouped with the ideas they support.
LOGIC - Ideas make sense.
CONSISTENCY - One STRUCTURAL PATTERN ONLY is used throughout your report

One more component of your report:
CHOOSE either (1) or (2) below -

(1) Include and ABSTRACT, and label your paragraphs as
INTRODUCTION,
KEY FINDINGS,
DISCUSSION/INTERPRETATION OF RESULTS,
METHODS,
CONCLUSIONS/RECOMMEN DATIONS. Or

(2) Incorporate visual text (i.e., charts, graphs, maps) and text features to enhance your audience's understanding of your TOPIC.

BIBLIOGRAPHY - Include a bibliography listing only 5 sources of information you used to prepare and write your research report.

Step 2: Write key words from prompt that must be in my research report:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

• Revised by ISCA for Lesson Design seminar, March 2008.

Day 2- & Day 3- Prewriting and Planning (continued)

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Day 5—Revise and Write Final Research Report

Reread your draft and revise it to make sure that it fully answers the prompt. You may need to add, cross out, or move words, sentences, even paragraphs.

Look for the following to help you successfully complete this Culminating Task:

I chose only one of the brain's systems or parts.

I gave examples or listed the role of my selected brain system or part in making effective personal decisions.

I clearly stated my research question.

I stated my thesis.

In presenting important ideas about my topic, I included EITHER a summary, or I paraphrased or I used quotations.

I chose only one structural pattern to organize my research report.

I reviewed my research report by myself first and then with a partner for Unity, Coherence, Logic and Consistency.

I chose to include an ABSTRACT and to label my paragraphs Introduction, Key findings, Discussion/Interpretation of Results, Methods, Conclusions/Recommendations; OR,

I have incorporated at least one chart, or one graph, or another type of visual text or text features.

I included a BIBLIOGRAPHY with 5 sources I used in writing my research report.

If my research report is hand written, I counted my words and the TOTAL number of words is _____. Also I skipped lines for ease and clarity of reading and writing.

If my research report is typed, the Word Count is _____ (Extra Points). Also I double-spaced my report.

I indented paragraphs

I chose the words that best expressed my ideas

I used new vocabulary to explain my ideas

I used I checked my punctuation and spelling for correctness

I used capital letters at the beginning of sentences and for proper names.

