

Grade 9 Planning Organizer

<u>Defining</u>		
Essentials	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
	Defining: The student formulates a question and analyzes and clarifies the requirements of the problem or task with guidance.	
	DEFINING. Through planned learning activities the student:	
x	clarifies requirements of task with guidance	
x	selects from a range of topics with guidance	
x	draws on prior knowledge to brainstorm and cluster ideas	
x	identifies and interprets key words in task with guidance	
x	develops focus questions with guidance	
x	devises a time-management strategy with guidance to meet given deadlines	
x	selects an appropriate strategy with guidance to record headings and subheadings	
x	makes predictions with guidance about likely sources of information	
x	refines research questions with guidance	
x	uses reference sources to clarify the meaning of a research task	
x	re-defines problem with guidance when alternative solutions are exhausted	
x	formulates a basic hypothesis/thesis with guidance	

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<u>Locating</u>		
Essentials	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
	LOCATING: Identifies, locates, and accesses text and non-text resources appropriate to the problem / task <i>with guidance</i>	
	Locating: Through planned activities the student	
X	identifies and locates text and nontext resources	
X	understands organization of resources in school and local libraries	
X	becomes familiar with limited number of appropriate Internet search engines with guidance	
X	searching for information using given URLs or bookmarks	
X	uses simple and Boolean terms to search catalog, Internet and electronic resources	
X	chooses broader or narrower terms to refine search results	
	deletes, copies and moves files with guidance	
X	selectively prints information from electronic sources	
	accesses community and government information sources	
X	recognizes when topics require current information	
X	recognizes the need to locate a variety of resources representing a range of views	
X	recognizes when resources represent different perspectives with guidance	
X	identifies and locates information from both primary and secondary sources with guidance	
	uses special print and non-print reference resources with guidance	
X	recognizes difference in purpose of magazines, newspapers, pamphlets with guidance	

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<u>Selecting/Analyzing</u>		
Essenti	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
	SELECTING / ANALYZING: Analyzes, selects, and rejects information from the located resources appropriate to the problem/task <i>with guidance</i> .	
	Selecting / Analyzing: Through planned learning activities, the student:	
<input checked="" type="checkbox"/>	selects resources with guidance by:	
	skimming and scanning	
	using contents, index and text headings	
<input checked="" type="checkbox"/>	analyzes appropriate information using modeled techniques from a variety text and non-text sources by:	
	using text/context clues such as text headings and subheadings	
	identifying main and subordinate ideas	
	re-reading, re-listening and re-viewing	
<input checked="" type="checkbox"/>	evaluates appropriateness of resources, discarding if necessary	
<input checked="" type="checkbox"/>	modifies focus questions with guidance	
<input checked="" type="checkbox"/>	records information with guidance by:	
	devising note-making strategies to ensure information is collected consistently and accurately	
	modifying note-making formats as appropriate to the task and information source	
	clustering notes under subheadings	
	selecting and using appropriate graphic organizer	
<input checked="" type="checkbox"/>	compares information from different sources for opposing viewpoints and accuracy with guidance	
<input checked="" type="checkbox"/>	manual	
<input checked="" type="checkbox"/>	understands and complies with copyright laws with guidance	
	downloads text and graphic files from Internet sites with guidance	
<input checked="" type="checkbox"/>	considers a range of viewpoints using modeled techniques by:	
	recognizing when the information is fact or opinion	
	identifying authority, purpose and intended audience of source	
	identifying bias and omission in information sources	
	uses a variety of primary and secondary sources with guidance	
	using prior knowledge, proposes problem-solving strategies for real-life situations	

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<u>Organizing/Synthesizing</u>		
Essentials	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
	ORGANIZING / SYNTHESIZING: Analyzes, organizes, and synthesizes the gathered information to predict consequences and to construct generalizations <i>with guidance</i> .	
	Organizing / Synthesizing: Through planned learning activities:	
	<input checked="" type="checkbox"/> the student combines selected information connecting similar ideas	
	<input checked="" type="checkbox"/> draws inferences from evidence with guidance	
	synthesizes information to predict consequences and to construct generalizations with guidance	
	<input checked="" type="checkbox"/> proposes and logically organizes a solution to a set problem based on prior knowledge and new information	
	verifies results of experiments with guidance	
	<input checked="" type="checkbox"/> categorizes information according to a framework of headings, subheadings or database fields with guidance	
	<input checked="" type="checkbox"/> consolidates the use of word processing skills by:	
	selectively cutting and pasting information from an electronic source with guidance	
	making notes using word processor or other software to quote a source or make notes	
	making notes directly from screen	
	using Spelling, Grammar Check, Undo, Select all, Page Setup	
	using lists/bullets	
	creating and inserting simple tables	
	wrapping text around graphics	
	formatting text appropriate to writing styles	
	creates computer-generated organizational strategies with guidance, e.g., flow charts, time lines	
	makes notes with guidance, e.g., written bulleted points, note-taking template, clipboards, etc.	
	responds appropriately to the written requirements of the project, e.g., argument, report and documentary with guidance	
	<input checked="" type="checkbox"/> recognizes information deficiencies and locates additional information with guidance	

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<u>Creating/Presenting & Evaluating</u>		
Essential	4 = Exemplary 3 = Proficient 2 = Developing 1 = Minimal Evidence 0 = No Evidence	Teacher notes
	CREATING / PRESENTING: Creates an original, logical and well-organized response to the problem / task and presents the solution to an appropriate audience <i>with guidance</i> .	
	CREATING / PRESENTING. Through planned learning activities the student:	
X	understands the concept of "audience"	
X	presents a solution to a problem through modeled examples which:	
	support an issue (argue for or against, or perhaps both)	
	present ideas and information logically and are able to explain, profile, discuss and debate	
	make simple generalizations and draw simple conclusions	
	use some subject-specific words and phrases	
X		
	consolidates desktop publishing skills (graphics--borders, WordArt, clip art)	
	constructs multimedia presentations with guidance	
	uses special software appropriate to the task with guidance	
	examines Web page construction	
	creates spreadsheets and databases using modeled examples	
	generates electronic charts, tables and graphs using modeled examples	
	EVALUATING: Critically evaluates the effectiveness of his/her ability to complete the requirements of the task, reflect on new learnings, and identifies future teaching needs <i>with guidance</i> :	
	EVALUATING. Through analysis of outcomes-based criteria the student	
X	identifies skills that require practice and refinement with guidance	
	responds constructively to assessment by teachers	
	accepts feedback from peers and appropriate others	
	analyzes audience response to presentation with guidance	
X	learning logs, reflective journals	
X	evaluates his/her understanding and implementation of the projects requirements with guidance	
X	acknowledges personal and group achievements	