



Task Title: Write a Short Research Report

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started (m/d/yyyy): _____

Date Completed (m/d/yyyy): _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐
Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will research a topic and write a report on the topic.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.3
- Communicate Ideas and Information/Interact with others/B1.1
- Communicate Ideas and Information/Write continuous text/B2.3
- Use Digital Technology/D.2

Materials Required:

- Pen and Paper and/or digital device
- Access to a word processing program such as Microsoft Word or digitized task
- Access to research material such as the internet, books, articles or encyclopedia

Notes for Instructor

Review the tasks with the learner to ensure understanding. Help the learner decide on a research topic. Ensure the learner has the skills to take notes while reading reference material. Ensure the learner understands the importance of listing reference materials (confirm understanding of what constitutes plagiarism). The learner should be given an appropriate amount of time to research the topic and write the report.

Confirm report criteria have been met:

Although reading skills are involved in this task, the emphasis of the evaluation is on note-taking and then writing the report.

- Each paragraph should have a main idea and there should be details to support the main idea.
- There should be some variety in vocabulary and sentence structure.
- There should be a list of resources used to research the topic.
- The final copy should have very few mechanical errors.

Learner Information

In secondary and post-secondary school students are often asked to research a topic and then write a report on what they have learned.

Work Sheet

You have been asked to write a research report. Complete the following tasks related to writing an essay.

Task 1: Choose a topic of personal interest that you would like to learn more about. Discuss with your instructor what you already know and what you would like to know. Form several questions that you hope the research will answer. Write your questions below.

Answer:

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Task 2: Use at least two research sources (books, articles, encyclopedia or Internet). As you read, take notes of important information that helps to answer your questions.

Answer: No written response required here.

Task completed: Yes: ☐

Task 3: Organize your notes into an outline, then write a rough draft of your report. It should include at least three well-developed paragraphs (250-400 words), plus introduction and conclusion paragraphs. You may write your rough draft on paper, on the computer or in the digitized task space provided.

Answer:

Task 4: Read over your draft report. Ask yourself: Do the ideas flow smoothly or do the sentences sound awkward? Are there details to support the main idea of each paragraph? Make changes as necessary.

Answer: No written response required here.

Task completed: Yes: ☐

Task 5: Proof-read your rough copy for spelling and grammar errors. You may use a dictionary, spell-check, or other resources to help you edit your report.

Answer: No written response required here.

Task completed: Yes: ☐

Task 6: At the end of your research report, list the research resources that you used. You should include the author and the title of each book or article.

Answer: No written response required here.

Task completed: Yes: ☐

Task 7: Rewrite or print off a final computer copy of your report.

Answer: No written response required here.

Task completed: Yes: ☐

Task 8: Hand in your research notes, your rough copy and your final copy.

Answer: No written response required here.

Task completed: Yes: ☐

Answers

Answers will vary.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3:	Integrates several pieces of information from texts			
	Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	Identifies the purpose and relevance of texts			
	Skims to get the gist of longer texts			
	Infers meaning which is not explicit in texts			
	Compares or contrasts information between two or more texts			
	Uses organizational features, such as headings, to locate information			
	Follows the main events of descriptive, narrative, informational and persuasive texts			
	Obtains information from detailed reading			
B1.1:	Conveys information on familiar topics			
	Shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B1.1 cont'd	Chooses appropriate language in exchanges with clearly defined purposes			
	Participates in short, simple exchanges			
	Speaks or signs clearly in a focused and organized way			
B2.3:	Writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade			
	Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
	Selects and uses vocabulary, tone and structure appropriate to the task			
	Organizes and sequences writing to communicate effectively			
	Uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details			
D2.2:	Selects and follows appropriate steps to complete tasks			
	Locates and recognizes functions and commands			
	Makes low-level inferences to interpret icons and text			

This task: Was successfully completed ☐ Needs to be tried again ☐

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Learner Comments:

Instructor (print):

Learner (print):
