



## All About Writing Standard #8: Standard Progression and Research Base

### 6<sup>th</sup> – 12<sup>th</sup> – Internet Source Credibility and Plagiarism

*(Underlined portions indicate what is new to the grade level)*

6 <sup>th</sup> - 8 <sup>th</sup> Grade	9 <sup>th</sup> - 10 <sup>th</sup> Grade	11 <sup>th</sup> - 12 <sup>th</sup> Grade
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using <u>advanced</u> searches effectively; assess the <u>usefulness of each source in answering the research question</u> ; <u>integrate information into the text selectively to maintain the flow of ideas</u> , avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the <u>strengths and limitations of each source in terms of the specific task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <u>overreliance on any one source</u> and following a standard format for citation.
<b>About Standard #8</b>		
High school students need to locate information that is significant and appropriate to their research from reliable and authoritative sources. Students should also be adept at using advance search skills in finding print and digital sources. Eleventh and twelfth grade students should determine strengths and limitations of the sources they find and should not rely heavily on a single source. High school students should be able to synthesize information from a variety of sources (creating and blending new thoughts from the information gathered), while avoiding plagiarism and using a standard format for citation.		



## Research Base for Standard #8: Internet Source Credibility and Plagiarism

Anchor Standard 8 of the CCSS states: “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism” (CCAS, 2010). Two larger issues exist for this background piece: internet source credibility and plagiarism. Teaching students to gather relevant data from accurate sources will continue to plague the modern educator while the internet is in existence. Anyone can post anything from anywhere at anytime. The life skill educators need to teach students when visiting a site is to consider whether it is worth utilizing in research that will be created from it. Is the education that will be received from viewing the material worth the time to stop and “shop” at that particular site?

### Sites That Assist in Deciphering the Credibility of a Website

Illinois Valley Community College: Stylebook	<a href="https://www.ivcc.edu/stylebooks/stylebook6.aspx?id=14724">https://www.ivcc.edu/stylebooks/stylebook6.aspx?id=14724</a>
University of Wisconsin: PDF Chart outlining questions for webpage credibility	<a href="http://www.education.wisc.edu/docs/soe-documents/aics-lesson3-webpagecredibilitychecklist.pdf?sfvrsn=2">http://www.education.wisc.edu/docs/soe-documents/aics-lesson3-webpagecredibilitychecklist.pdf?sfvrsn=2</a>
EasyBib Website Evaluation Guide PowerPoint presentation—11 slides (can be downloaded)	<a href="http://content.easybib.com/students/research-guide/website-credibility-evaluation/#.VBitLPIdUsc">http://content.easybib.com/students/research-guide/website-credibility-evaluation/#.VBitLPIdUsc</a>
Hartness Library from Vermont Tech and the Community College of Vermont—video presentation	<a href="http://hartness.vsc.edu/ccv/guides/how-to-find/credible-websites">http://hartness.vsc.edu/ccv/guides/how-to-find/credible-websites</a>
Purdue OWL Research Lab	<a href="https://owl.english.purdue.edu/owl/resource/588/02/">https://owl.english.purdue.edu/owl/resource/588/02/</a>

In regards to plagiarism, the Internet is a valuable tool to utilize. Webcrawlers and plagiarism detecting software now assist authors, publishing companies, and universities in tracing materials to anyone who may wish to copy content. Many students, and even teachers, plagiarize inadvertently, therefore, it is necessary to discuss rules of summarizing and citation early in a student’s academic career. There are just as many resources for plagiarism as there are for webpage credibility. The following chart will support teachers in defining and preventing plagiarism in their classrooms.

### Plagiarism Guide

Plagiarism.org defines plagiarism, types of plagiarism, tips to avoid it, and a glossary	<a href="http://www.plagiarism.org/plagiarism-101/what-is-plagiarism">http://www.plagiarism.org/plagiarism-101/what-is-plagiarism</a>
Pennsylvania State student tutorial and instructor guide	<a href="http://tlt.psu.edu/plagiarism/student-tutorial/">http://tlt.psu.edu/plagiarism/student-tutorial/</a>
Parent guide to plagiarism	<a href="http://jmhs.hereford.sch.uk/wp-content/uploads/Avoiding-plagiarism-a-guide-for-parents.pdf?sm%20au%3D%3DiVVHqrZLRFvPQZJq">http://jmhs.hereford.sch.uk/wp-content/uploads/Avoiding-plagiarism-a-guide-for-parents.pdf?sm au =iVVHqrZLRFvPQZJq</a>
Site allows teachers to check content of a document or a website for plagiarism at no cost	<a href="http://www.plagiarismchecker.com/">http://www.plagiarismchecker.com/</a>