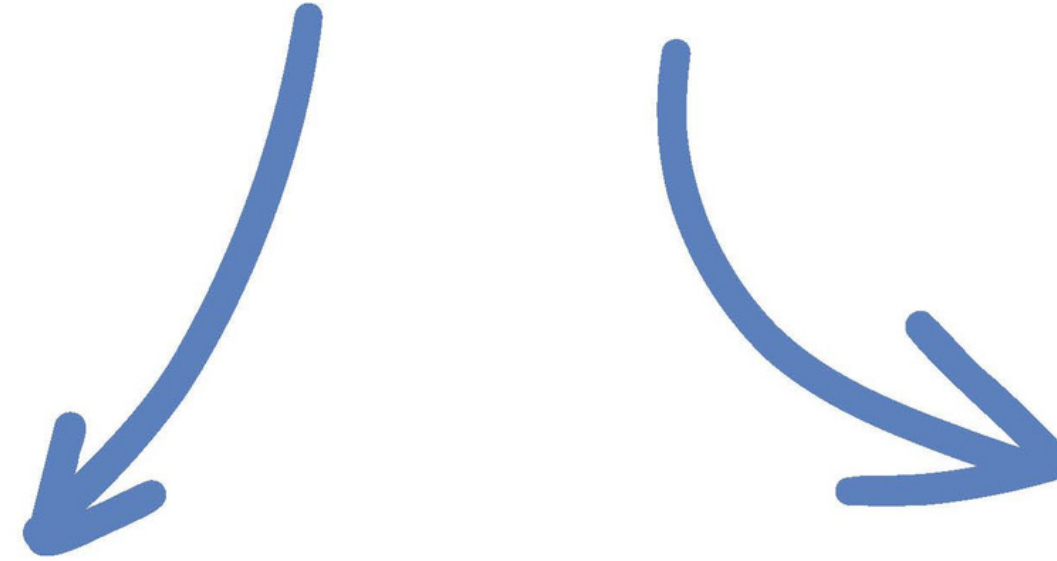




# **Guide for AOL Situational/ Conservation Prompts**

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# 2 Types of AOL Prompts



**Solution, Contribution & Innovation**

**How can you...**  
**What solution ....**

**Situational Prompts**

**If you are...**  
**Pretend that you are ...**



## 2023-2024 Writing Prompt Rubric

Indicators		0 No Evidence	1 Limited Evidence (Response indicates majority of the criteria below)	2 Full Evidence (Response indicates the majority of the criteria below)	Score (Record Score in this column)
Questioning/ Processing		No evidence	<ul style="list-style-type: none"> <li>Questions/processes are basic and lack specificity</li> <li>Poses closed-ended questions</li> <li>Basic exploration of thought</li> </ul>	<ul style="list-style-type: none"> <li>Questions/processes are probing and specific</li> <li>Poses opened-ended questions</li> <li>Highly developed/purposeful exploration of thought which challenge assumptions</li> </ul>	<ul style="list-style-type: none"> <li>-close vs open-ended questions</li> <li>first bullet in Info Processing</li> </ul>
Information Gathering/ Analysis		No evidence	<ul style="list-style-type: none"> <li>Irrelevant, illogical, and/or confusing thought processes</li> <li>Superficial information gathering including limited and/or unreliable resources</li> <li>Minimal analysis of topic</li> </ul>	<ul style="list-style-type: none"> <li>Relevant and logical thought processes based on evidence</li> <li>Information gathering includes multiple methods of collection including valid and reliable resources</li> <li>In-depth analysis and synthesization of topic</li> </ul>	
Fluency/ Originality of Ideas		No evidence	<ul style="list-style-type: none"> <li>Generates few ideas (1 or 2) specific to the topic</li> <li>Minimal explanation of ideas</li> <li>Ideas lack originality</li> </ul>	<ul style="list-style-type: none"> <li>Generates multiple ideas (3 or more) specific to the topic</li> <li>Provides clear and concise explanation of ideas</li> <li>Ideas are original and demonstrate unique viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>specified numbers</li> <li>Resourcefulness</li> </ul>
Presentation/ Reasoning		No evidence	<ul style="list-style-type: none"> <li>Presents ideas in a poorly organized manner which does not directly address the topic and/or has minimal practical application</li> <li>Presents vague evidence of meaningful possibilities</li> <li>Minimal acknowledgement or pursuit of a counter argument</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas in a clear and well-organized manner which directly addresses and can be applied to the topic</li> <li>Presentation provides detailed/clear descriptions of meaningful possibilities</li> <li>Clearly presents and/or pursues counter argument(s)</li> </ul>	<ul style="list-style-type: none"> <li>Open Mindset, Problem Solving and Info Processing</li> </ul>
Point of View/ Perspective		No evidence	<ul style="list-style-type: none"> <li>Describes potential impact on limited audiences or audiences that would only be minimally impacted</li> </ul>	<ul style="list-style-type: none"> <li>Describes impact a wide range of audiences or one where the solution would have a major impact</li> </ul>	<ul style="list-style-type: none"> <li>audience impact</li> </ul>
Total	10				



# QUESTIONS

- questions/processes are probing and specific
- open-ended questions
- highly developed/purposeful exploration of thoughts that challenge assumptions.

## Closed Questions



- single short answers
- ends conversation

## Open-Ended Questions



- long answers
- opens conversation



## Closed Questions

Has the monitoring of the restoration project been performed?

Was the project part of the larger national restoration?

When was the X species last seen in Y place?

What was the funding source of the previous conservation project?

Who was involved in the conservation project in the Y community?

## Open-Ended Questions

How do ecological corridors affect the population size of species X living in fragmented habitat Y?"

How does environmental education influence the behavior of the local community Z toward species X?"

What benefits can an ecotourism program bring to local community Z?

How are ecotourism visitors in area Y affecting the population density of species X?"



## Examples of Non-Framed Questions

**“We want to know if the population size of species X increases with the number of corridors between fragments.”** This is a prediction, not a question.

**“We want to know if species X is present in area Z.”** Lack of information is not itself a conservation question.



If I were a wildlife biologist and the government wanted to eliminate species on the endangered list they thought to be extinct, here's what I would do.

First, I would ask the questions of where they live, their recent activity, and people who have been recently studying them. Next I would research the activity of the animal in the last 6 months. I would then send people to observe their habitats. I would put the information in a chart to see if there has been any activity. I would also ask people who have recently been studying them.

To present all of this information, I would show government officials my chart, pictures, and any other data. I would then come to a conclusion based on the information and decide whether or not they are extinct.





Literacy, STEM & Test Prep for the Gifted



*Every Student is a Masterpiece!*

**Problem &  
Research  
Questions**

**Goal, Purpose &  
Hypothesis**

**Methodologies &  
Tools to Test the  
Hypothesis**

**Possible Findings,  
Data Presentations  
and/Alternative  
Approaches**

