

Browsing Log

Part I

For each article you look at, record it in your log. Read 2 articles on at least 3 different topics.

[illegible]

Part II

Now that you have a topic read at least 4 articles think about how you might narrow the topic.

[illegible]

Topic Proposal & Research Questions Form

1. Describe the general topic you have been researching and what big ideas, themes, or patterns you have noticed. (If you have any prior knowledge on this topic, connect it to your reading.)

[illegible]

2. As a result of this reading, describe the topic you would like to research in 1 or 2 sentences. (Begin your sentence with "I would like to explore/consider/research....")

3. List at least 4 research questions you have. (Add to this list later as necessary.)

Browsing Log/Brainstorm Sheet/Topic Proposal Rubric

Excellent 4	Good 3	Fair 2	Needs Improvement 1	Not Acceptable work 0
Browsing log has a <u>complete</u> listing of the sources that were used, times, and dates. Student has spent at least three hours browsing, primarily using recommended sources.	Browsing log has an almost complete listing of the sources that were used, times, and dates. Student has spent at least three hours browsing, primarily using recommended sources.	Browsing log has an almost complete listing of the sources that were used, times, and dates. Student has spent less than three hours finding sources, generally using recommended sources.	Browsing log is incomplete with the listing of sources that were used, times, and dates. Student has spent less than three hours finding sources much of which may have been from random websites.	Teacher can not verify information.
Brainstorm Sheet has a web design which contains multiple subjects considered, including those decided against. It also contains subtopics that demonstrate an attempt at depth and specificity.	Brainstorm Sheet has a web design which contains a few different subjects considered including those decided against. It also contains subtopics that demonstrate an attempt at depth and specificity.	Brainstorm Sheet has a web design which contains at least two different subjects, a few ideas researched and then decided against. It has some subtopics that attempt to narrow the topic, but these may lack depth.	Brainstorm Sheet has a web design which contains at least two different subjects. It may have some subtopics. It still demonstrates considerable time invested in the brainstorming process.	Brainstorm Sheet has a web design which contains one or two subjects considered. It may have subtopics, but it does not show ideas decided against and it lacks enough information to verify student spent sufficient time brainstorming.
Topic Proposal: Description of background reading demonstrates thought and describes big ideas, common themes and a tie to prior knowledge, where appropriate.	Topic Proposal: Description of background reading attempts to describe big ideas and common themes.	Topic Proposal: Description of background reading describes related articles but may not describe common themes.	Topic Proposal: Description of background reading is superficial.	Topic Proposal: Description of background reading is missing or underdeveloped.
Topic is narrow and well thought out.	Topic is too broad and needs to be narrowed down.	Topic is too simplistic, needs to be more thought out.	Topic is not well thought out and is too broad in range.	Topic needs to be reconsidered. This will not work.
There are at least four questions regarding the topic that are thought provoking and will provide direction for research.	Student has four questions that provide some direction for research but they may need to be further developed.	Student has four questions but they may not provide enough direction for research.	Student has at least three questions that attempt to guide research.	Student does not have the required number of questions or the questions are basic and no real thought in evidence.
			Total:	

Sources, Annotation and Preliminary Outline Rubric

Excellent 4	Good 3	Fair 2	Needs Improvement 1	Not Acceptable work 0
Student has all 6 sources: 1 academic, 2 reference, 1 print, 2 from databases. All sources are authoritative. There are no obvious gaps in research.	Student has 6 sources but is missing one from one of the required multiple sources. All are authoritative. There are no obvious gaps in research.	Student has at least 5 sources (and 4 of the required sources). All are authoritative. There may be some gaps in research.	Student has 4 or fewer sources. Some may not be the required sources. Most are authoritative (the others will need to be changed.) There are gaps in research.	Student has sources but not the required amount and not from the required sources.
Student has gathered all of the necessary information for the bibliography for all 6 sources.	Student has gathered most of the necessary information for the bibliography for all 6 sources. The rest of the information will have to be gathered before doing the bibliography.	Student gathered some of the necessary information for most of the sources. The rest of the information will have to be gathered before doing the bibliography.	Student gathered very little of the necessary information for most of the sources. The rest of the information will have to be gathered before doing the bibliography.	Student has not gathered the necessary information for most of the sources.
All 6 or more sources are highlighted with comments and labels (MI, CD, CM, RQ, F). Ideally, there is an indication of what sub-point the detail will address.	All 6 sources are highlighted and labeled but a few are missing notes or comments in the margins.	Student has fewer than 6 sources and not all are highlighted or there are missing notes or comments in the margins.	Student has less than 5 sources and very few are highlighted or missing notes in the margins.	Student might have several sources but they are not annotated in any manner.
Student has a comprehensive thesis which contains subject and opinion in a clear concise manner.	Student has a thesis which contains subject and opinion, but needs a bit of work.	Student has a thesis which is either missing a subject or opinion.	Student's thesis is unclear and needs to be reworked.	Student is missing a thesis.
Student has listed sub-points that match the direction of the thesis. There are no obvious gaps in the argument.	Student has listed sub-points that match the direction of the thesis.	Student has listed sub-points that may not completely follow the direction of the thesis.	Student has listed sub-points but they do not provide sufficient direction for the paper.	Student has not listed sub-points.
			Total:	

Annotated Bibliography Rubric

Excellent 4	Good 3	Fair 2	Needs Improvement 1	Not Acceptable work 0
Student has the required 6 sources: 1 academic, 2 reference, 1 print, 2 from databases. Sources are recent.	Student has 6 sources but is missing one from one of the required multiple sources.	Student has at least 5 sources (and 4 of the required sources).	Student has 4 or fewer sources. Some may not be the required sources.	Student has sources but not the required amount and not from the required sources.
All sources are properly formatted in MLA style	Most sources are properly formatted in MLA style.	Some sources are properly formatted in MLA style.	Few sources are properly formatted in MLA style.	Sources are not properly formatted in MLA style.
For all sources, entries describe what makes the source authoritative: the expertise of the author, sponsoring organization, bibliography of the source.	For most sources entries describe what makes the source authoritative: the expertise of the author, sponsoring organization, bibliography of the source.	For some sources entries describe what makes the source authoritative: the expertise of the author, sponsoring organization, bibliography of the source.	For a few sources entries describe what makes the source authoritative: the expertise of the author, sponsoring organization, bibliography of the source.	Entries do not describe what makes the source authoritative.
Entries clearly and concisely describe the main idea or findings for each source.	Entries describe the main idea or findings for most sources.	Entries describe the main idea or findings for some sources.	Entries describe the main idea or findings for a few sources.	Entries do not describe the main idea or findings.
All entries clearly and concisely describe how the source relates to the thesis.	Most entries describe how the source relates to the thesis.	Some entries describe how the source relates to the thesis.	A few entries describe how the source relates to the thesis.	Entries do not describe how the source relates to the thesis.
Discarded Resources section includes 2 sources, properly formatted. Each has an entry clearly describing why it was discarded, based on content.	Discarded Resources section includes 2 sources, properly formatted. Each has an entry describing why it was discarded. The entry may be vague or the decision may not be based solely on content.	Discarded Resources section includes 2 sources. They may not be properly formatted. Each entry attempts to describe why the source was discarded. The decision may be based on authority, recency or other reasons besides content.	Discarded Resources section includes 1 source. It may not be properly formatted. The entry attempts to describe why the source was discarded but may not be clear. The decision may be based on authority, recency or other reasons besides content.	Discarded resources missing or incomplete.
			Total:	

Rubric for the Research Poster

Excellent 4	Good 3	Fair 2	Needs Improvement 1	Not Acceptable work 0
Poster has all of the required elements and has gone above and beyond what was required.	Poster has all of the required elements.	Poster is missing a few of the missing elements.	Poster is missing several of the required elements.	Poster is incomplete. Too many elements are not complete to grade the poster.
Students have a comprehensive thesis which contains subject and opinion in a clear concise manner.	Students have a thesis which contains subject and opinion, but needs a bit of work.	Students have a thesis which is either missing a subject or opinion.	Student's thesis is unclear and needs to be reworked.	Student is missing a thesis.
There are 4 topic sentences that address all aspects of the thesis.	There are 3-4 topic sentences that mostly address the thesis.	There are 3-4 topic sentences that somewhat address the thesis.	There are 3 topic sentences that somewhat address the thesis.	There are fewer than 3 topic sentences and they fail to address the thesis.
Students have CD's and all are embedded with transitions, lead-ins .	Students have CD's which might be missing a few either transitions or lead-ins.	Students have CD's which might be missing either transitions or lead-ins.	Students have CD's which are missing either transitions or lead-ins.	Students have CD's but they lack transition or lead-ins.
Poster has an abundance of content which persuades the reader to their side.	Poster has sufficient content which persuades the reader to their side.	Poster has enough content which somewhat persuades the reader to their side.	Poster has barely enough content which doesn't really persuade the reader to their side.	Poster doesn't have enough content to persuade the reader to their side.
Poster has proper parenthetical citations (MLA) half of the information is quotes and half are paraphrased.	Poster has most of the proper parenthetical citations (MLA) almost half of the information is quotes and almost half are paraphrased.	Poster has a fair number of the proper parenthetical citations (MLA) almost half of the information is quotes and almost half are paraphrased.	Poster has problems with the proper parenthetical citations (MLA) the information is an uneven mixture of quotes and paraphrase.	Poster has too many problems with MLA or there are too many quotes or too many paraphrasing.
Illustration supports, enhances and helps reader understand thesis along with citation.	Illustration somewhat supports, and helps reader understand thesis along with citation.	Illustration supports and helps reader understand one idea presented in the thesis along with citation.	Illustration doesn't support or help the reader understand one idea presented in the thesis along with incomplete or missing citation.	Illustration is either missing or it doesn't fit the thesis or an important idea. The citation is missing.
Chart enhances the main concepts and helps explain the details of the thesis or important idea with the appropriate citation.	Chart somewhat helps explain the details of the thesis or important idea with the appropriate citation.	Chart explains one detail of the thesis or important idea but there are problems with the citation.	Chart has problems and doesn't really fit and there are problems with the citation.	Chart is either missing or it doesn't fit the thesis or an important idea. The citation is missing.
Poster follows all of English Conventions correctly.	Poster follows most of English Conventions correctly.	Poster follows some of English Conventions correctly.	Poster follows few of English Conventions correctly.	Poster doesn't follow English Conventions correctly.
			Total	

