8TH Grade Language Arts –
Pathways Assessment Project

A Collaborative Project – Language Arts Department & Library Media Department

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Davenport Community Schools
Davenport, Iowa

June 2003
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July 2003
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Kansas City, MO 66101
The integration of the Pathways to Knowledge model into curriculum continues to be a K-12 district goal and initiative. Coupled with the state’s 8th grade technology goals, this collaborative project between Language Arts and Library/Media Departments resulted.

Goals

One goal of this project is to integrate the Pathways to Knowledge model into an existing 8th grade project, the I-Search paper. Another goal is to develop an assessment tool to determine student and teacher use of the model’s components.

Project Development

The district is indebted to the authors of this project: Sue Ferrell (Truman Media Specialist), Marcia Jensen (West High Media Specialist), Katherine Searle (Young 8th Grade Language Arts), and Rebecca TeBrake (Williams 8th Grade Language Arts). Their collaborative efforts have resulted in a most usable guide. Their efforts are appreciated.

Benchmarks

Several 8th grade Language Arts Benchmarks are relevant to this project:

Students will be able to:
✓ Access, analyze, apply and synthesize information from a variety of sources
✓ Recognize and use primary and secondary sources
✓ Select resources according to the task to be performed (e.g. atlas, map, dictionary, encyclopedia, brochure, and internet)
✓ Use a variety of reference materials, reference skills, and technology to gather and store information
✓ Use technology sources for problem-solving, self-directed learning, extended learning activities, and for illustration of thoughts, ideas, and stories
✓ Express themselves and with appropriate style and voice in works of varying lengths and types (e.g. personal narratives, comparison and contrast, informative/I-search paper, persuasive, business letters, character sketch and poetry)
✓ Use the writing process to complete papers that include an introduction, body, and conclusion with a focus on editing.
Iowa Teaching Standards and Criteria

Teachers will also see the alignment of many of the Iowa Teaching Standards and Criteria. Thus, use of the Pathways to Knowledge model supports teachers’ classroom instructional efforts and their work with the Iowa Teaching Standards and Criteria.

Requirements

Language Arts teachers are to incorporate Pathways to Knowledge model language and processes into their I-Search paper work. Compliance is required. Students understanding and use of this model will be assessed. The data will be reported to the Secondary Language Arts Coordinator who will incorporate it into the district’s report to the state.

These items are included in this document:

- Overview
- Model
- Pathways to Knowledge Terms
- Pathways to Knowledge Research Process Chart
- Implementation
- Sample Calendar
- Collaboration Grid
- Glossary of Terms
- Evaluation Checklist
- Evaluation Rubric
- Teacher Response Sheet

For your reference, these items will be included in the Appendix: 8th grade Writing Rubric, Sample Research Paper Guidelines.
Pathways to Knowledge Overview
The I-Search Paper

What students must know and be able to do:

1. Write an I-Search Paper:
   - Notetaking Skills
   - Organization: Intro, body, conclusion—THESIS STATEMENT
   - In-text Citations
   - Works Cited
   - Personal Interpretation

2. Use the Pathways Research Process:
   - Use Pathways language
   - Describe the research process
   - Recognize where they are in the process
   - Emphasize:
     - Formulating questions (Presearch)
     - Notetaking (Search)
       - Locate relevant info
       - Select method (paraphrase or quote)
     - Interpreting (Interpretation)

3. Meet 8th Grade Technology Expectation (E2T2):
   - Social, Ethical, and Human Issues:
     - Notetaking
     - Citations
     - Use of others' files
   - Technology Research Tools:
     - Browser
     - Websites
     - OPAC (Electronic Card Catalog)
     - Online Databases: EBSCO, Electric Library, World Book Online
   - Technology Productivity Tools:
     - Microsoft Word
You listen to/read the literature and pay attention to the videos shown and the handouts provided.

You develop your own guiding questions, which could become your thesis statement and/or topic sentences.

You figure out what sources to use and how to use them and start taking notes.

You start thinking about your information. Organize it so it is meaningful to you and your reader.

You write the draft, creating an intro, a body, and a conclusion. Include in-text citations. Intro must contain a thesis statement. Use correct form for the works cited page.

All you are using the process teacher has given you.

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June 2003
Pathways to Knowledge Research Process Implementation in 8th Grade Language Arts

Appreciation
During the appreciation stage, teachers develop student interest in the Holocaust or whatever subject will be used for I-Search papers by starting class with focused anticipatory sets and the actual reading of the required literature such as *The Diary of Anne Frank*. As students read, teachers will enhance student understanding by sharing handouts, showing film/electronic material, and/or providing guest speakers. Students may be asked to take notes, comment in logs, and/or write answers to quizzes/study guides, which are both objective and subjective. *Before leaving the Appreciation stage, students need to reflect and fill out the Appreciation section on the District Pathways to Knowledge Evaluation Checklist.

Presearch
During the presearch stage, students will further develop background information by participating in group brainstorming activities to explore topic possibilities and connections. After discussing the brainstorming results, students might develop their own mindmaps by focusing on a particular branch of the group brainstorming results. Students start to consider different source possibilities based upon classroom handouts, films viewed, and Internet searches. Students identify key words. Use of brainstorming and graphic organizers like KWL charts will help students narrow their topics. The graphic organizers will also be used to develop the guiding questions students will use in their searches and other stages of the research process. The guiding questions may also become thesis statements and topic sentences once the research process moves into the communication stage and the actual paper is written. *Before leaving the Presearch stage, students need to reflect and fill out the Presearch section on the District Pathways to Knowledge Evaluation Checklist.

Search
During the search stage, students will begin developing their search strategies and doing the actual research. Initially, teachers will explain the correct form for in-text citations and
the works cited page so students won’t have to redo their research to find page numbers or other details required in the communication stage. Teachers will also explain how to take notes effectively and ethically and brainstorm possible sources. At this point, teachers would take students to the LMC to use print/non-print sources and/or to the computer lab to use the Internet. Teachers may choose to work with the media specialist to gather specific books to use in the classroom. While the students need to take ownership at this point, teachers need to be actively involved in the student research process by asking students where they are in the research process and what the next step should be to specify their research strategies. The search stage will take time. If students are rushed through this stage, the other stages will suffer. *Before leaving the Search stage, students need to reflect and fill out the Search section on the District Pathways to Knowledge Evaluation Checklist.

**Interpretation**

During the interpretation stage, students start making meaning out of the information they’ve documented (analyze, synthesize, and evaluate). This could actually start during the search stage if students make personal comments as they take notes. At this point, students start to work with the information they’ve gathered. They need to decide if they have enough factual and/or anecdotal information to continue or if they need to move back to the search stage. Students need to decide upon an organizational plan—either a formal outline or an informal list/web of topics to cover. Students may realize their information doesn’t address the guiding questions they developed earlier. Back to the drawing board! Looking at the information that exists, students need to create new, relevant guiding questions or rework their thesis statements. By the end of the interpretation stage, students should have written a clear thesis statement, know what they think about what they found out (develop personal meaning), and be ready to write the I-Search paper in the communication stage. *Before leaving the Interpretation stage, students need to reflect and fill out the Interpretation section on the District Pathways to Knowledge Evaluation Checklist.
Communication
During the communication stage, students will write the I-Search paper using the required format. The I-Search paper needs to have an introduction, a body, and a conclusion. The introduction must include a relevant thesis statement. Each paragraph in the body should start with a topic sentence, include supporting details, and end with a closing sentence. Transitional sentences are required to connect one topic to another within the paper. Students’ thoughts, questions, and reactions must appear throughout the paper—not just in the conclusion. The conclusion must be a separate paragraph that both summarizes and returns to the important meaning in the thesis statement. The paper must have in-text citations for all quotes and facts a student wouldn’t normally know. The entire paper must be double spaced, justified, and word processed. The District’s Research Format should be used for consistency of style and format as well as consistency with regard to in-text citations and the works cited page. Before leaving the Communication stage, students need to reflect and fill out the Communication section on the District Pathways to Knowledge Evaluation Checklist.

Evaluation
During the ongoing evaluation stage, students will assess their movement through the Pathways Research Process. Before leaving the Evaluation stage, students need to reflect and fill out the Evaluation section on the District Pathways to Knowledge Evaluation Checklist.
## Sample Calendar
To use with the Pathways to Knowledge/I-Search Paper Project

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed</th>
<th>Thurs</th>
<th>Friday</th>
</tr>
</thead>
</table>
| 1    | Give overview and background information prior to reading play.  
*Appreciation* | Read the play.  
*Appreciation* | Read the play and complete study guides, quizzes, or logs.  
*Appreciation* | Read the play.  
*Appreciation* | Read.  
*Appreciation* |
| 2    | Read.  
*Appreciation* | Read.  
*Appreciation* | Read.  
*Appreciation* | Read.  
*Appreciation* | Read.  
*Appreciation* |
| 3    | Read.  
*Appreciation* | Read.  
*Appreciation* | Read.  
*Appreciation* | Watch video.  
*Search* | Group brainstorming of possible topics.  
*Presearch* | Students start the mindmaps and formulate guiding questions.  
*Presearch* |
| 4    | Give overview of I-Search paper. Give works cited procedures.  
*Presearch* | Give notetaking and in-text citation procedures.  
*Search* | Begin notetaking, reflective comments, and documenting of sources.  
*Search* | Continue notetaking.  
*Search* | Continue notetaking.  
*Search* |
| 5    | Continue notetaking.  
*Search* | Give students instructions on using the Internet. Begin notetaking using the Internet  
*Search* | Continue notetaking using the Internet.  
*Search* | Organize information into a web or outline to write thesis statement. Continue with notetaking if necessary.  
*Interpretation* | Write rough draft of intro, body and conclusion of I-Search paper.  
*Communication* |
<table>
<thead>
<tr>
<th></th>
<th>Finish writing the rough draft. Proofread and revise.</th>
<th>Computer lab instruction. Word process the paper.</th>
<th>WP the I-Search paper.</th>
<th>Finish word processing the I-Search paper.</th>
<th>Instruction on word processing works cited page. WP works cited page.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communication Interpretation Evaluation</td>
<td>Communication Interpretation Evaluation</td>
<td>Communication Interpretation Evaluation</td>
<td>Communication Interpretation Evaluation</td>
<td>Communication Interpretation Evaluation</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Communication Interpretation Evaluation
# Pathways to Knowledge
## I-Search Collaboration Grid

<table>
<thead>
<tr>
<th>A P P R E C I A T I O N</th>
<th>Classroom Teacher</th>
<th>Library Media Specialist</th>
<th>TAG Facilitator</th>
<th>SpEd Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher introduces unit and gives background information. Guided reading of <em>The Diary of Anne Frank</em>. Watch films/videos.</td>
<td>Media specialist pulls selected books and identifies and gathers resources. Order books from AEA if requested. May create hot lists for later use by classes. May help select non-print sources for teacher.</td>
<td>TAG facilitator may provide enrichment materials or create hot lists for later use by classes.</td>
<td>SpEd teacher provides reading strategies and help as needed with study guides or written quizzes.</td>
<td></td>
</tr>
</tbody>
</table>

| P R E S E A R C H | Teacher will give I-Search overview and explain format for in-text citations, works cited pages, and notetaking. Teacher will cover District’s plagiarism position. | Media specialist will inservice students on plagiarism, online databases, OPAC, Inspiration software, and District’s technology rules. | TAG facilitator may assist students in finding sources and developing questioning skills. | SpEd teacher will assist individual students or groups when necessary. |

<p>| S E A R C H | Teacher will provide books and/or take students to the LMC. Teacher will also provide PC Lab time to search the Internet. Teacher will monitor and assist as students take notes, reflect, and cite sources. | Media specialist will search and bookmark appropriate sites and help with print sources. Media specialist will assist in notetaking using the teacher’s format. | TAG facilitator may help students as they take notes and cite sources. | SpEd teacher will either assist students in the classroom or take a group out to work collaboratively. Chunking and other organizational strategies will be used. |</p>
<table>
<thead>
<tr>
<th><strong>INTERPRETATION</strong></th>
<th>Teacher will help students organize their information and use their guiding questions to write a thesis statement. Teacher will monitor web/outline creation and move students into the Communication stage.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMUNICATION</strong></td>
<td>Teacher will assist students in mastering the I-Search paper format, and help with editing the I-Search paper.</td>
</tr>
<tr>
<td><strong>EVALUATION</strong></td>
<td>Teacher will grade/evaluate papers and fill out the District Writing Rubric and the E2T2 Rubric. Comments written on papers will help students reassess. Teacher will participate in team reflection of the project.</td>
</tr>
</tbody>
</table>

|**INTERPRETATION**| Media specialist will help students who need to return to the Search stage. |
|**COMMUNICATION**| Media specialist will be present in the PC Lab to assist teacher and students. |
|**EVALUATION**| Media specialist will help with the E2T2 Rubric, the Teacher Response Sheet, and manage the data from both. Media specialist will see the results of the Student Evaluation Checklists. Media specialist will participate in team reflection of the project. |

|**INTERPRETATION**| TAG facilitator may help students who are “finished” move to a higher level of performance. |
|**COMMUNICATION**| TAG facilitator may assist teacher and students in PC Lab. May provide expertise in PowerPoint. |
|**EVALUATION**| TAG facilitator will participate in team reflection of the project. |

|**INTERPRETATION**| SpEd teacher may co-write a basic framework for the paper and help students plot completion strategies. |
|**COMMUNICATION**| SpEd teacher will assist teacher and students in PC Lab. |
|**EVALUATION**| SpEd teacher will participate in team reflection of the project. |

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June 2003*
# Pathways to Knowledge – Glossary of Terms

<table>
<thead>
<tr>
<th>Pathways Research Process</th>
<th>A collaborative 6-stage research process which is part of the District’s CSIP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District’s Research Format</td>
<td>In-text citation and works cited format developed for use by secondary students/teachers.</td>
</tr>
<tr>
<td>Key words</td>
<td>Specific words and phrases to use in searching for information.</td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>BIG questions that guide research.</td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>The sentence in the introduction that is the whole point of the paper—what the researcher has learned.</td>
</tr>
<tr>
<td>Analyze</td>
<td>Arrive at understanding by thinking about, drawing conclusions, and discussing the information gathered.</td>
</tr>
<tr>
<td>Synthesize</td>
<td>Combine separate elements to produce a coherent whole…creating a thesis statement is synthesis.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Determine the value of some idea and make judgments based upon the information available.</td>
</tr>
<tr>
<td>Mindmap</td>
<td>A cluster or web that uses the results of brainstorming to categorize using shapes, colors, and key words.</td>
</tr>
<tr>
<td>Storyboards</td>
<td>Using pictures to make sense of and organize information.</td>
</tr>
<tr>
<td>Log</td>
<td>A journal or collection of reflective writing.</td>
</tr>
<tr>
<td>Timeline</td>
<td>A chronological list of events presented visually.</td>
</tr>
<tr>
<td>Concept Map</td>
<td>A graphic organizer used to categorize information—useful in recognizing key words.</td>
</tr>
<tr>
<td>KWL</td>
<td>A strategy that activates prior knowledge and begins the questioning process.</td>
</tr>
<tr>
<td>Flow Chart</td>
<td>A graphic organizer that shows the order/sequence of how information connects.</td>
</tr>
<tr>
<td>Venn Diagram</td>
<td>Two concentric circles or squares used to help organize similarities and differences.</td>
</tr>
<tr>
<td>Outline</td>
<td>A linear, traditional method of organizing information into main topics and subtopics.</td>
</tr>
<tr>
<td>Online Databases</td>
<td>Web-based lists of sources and the actual articles, e.g., Electric Library and EBSCO.</td>
</tr>
<tr>
<td>OPAC</td>
<td>The electronic catalog in the LMC or on any computer with Internet connections. (OLD terminology: card catalog)</td>
</tr>
<tr>
<td>Presentation Software</td>
<td>Any software that presents information in an electronic format, e.g., PowerPoint or HyperStudio.</td>
</tr>
<tr>
<td>Inspiration Software</td>
<td>A graphic organizer, which allows students to electronically create brainstorming, mindmaps, and concept maps—all of which can be easily converted to outlines.</td>
</tr>
<tr>
<td>In-text Citation</td>
<td>Documenting the author/source and page within the body of a paper. (OLD terminology: footnotes)</td>
</tr>
<tr>
<td>Works Cited Page</td>
<td>The last page of the I-Search paper which lists required source information in alphabetical order and District format. (OLD terminology: bibliography)</td>
</tr>
</tbody>
</table>

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June 2003
Pathways to Knowledge Terms

**Appreciation** sparks curiosity and imagination, which can lead to the beginning of research. Appreciation grows throughout the research process.

- Possible strategies include reading, viewing, listening, discussing, and writing.

**Presearch** includes exploring connections between information and topics, connecting to prior knowledge, and developing questions.

- Possible graphic organizers include webs, mindmaps, KWL charts, and concept maps.
- Possible strategies include building background information, exploring general sources of information, identifying key words, brainstorming, and narrowing/broadening topics.

**Search** includes selecting and using a variety of information resources, planning and implementing the search strategy, and recording information to answer questions.

- Possible graphic organizers include flow charts and Venn Diagrams.
- Possible strategies include asking questions to clarify meaning, evaluating and choosing relevant sources and information, using information sources appropriately, skimming and scanning, using notetaking methods, recording works cited information, and practicing responsible and ethical use of information.

**Interpretation** includes the process of analyzing, synthesizing, and evaluating information. Searchers assess the usefulness of their information and reflect to develop personal meaning.

- Possible graphic organizers include webs, concept maps, and Inspiration software.
- Possible strategies include drawing conclusions, paraphrasing, reflecting, organizing information, and practicing responsible and ethical use of information.
**Communication** includes using a format to create a product that shares new knowledge.
- Possible graphic organizers include flow charts, presentation software, storyboards, timelines, and graphs.
- Possible strategies include organizing information, applying information to answer a question, developing a product using the writing process, and practicing responsible and ethical use of information.

**Evaluation** is ongoing and helps each student think about the research process and assess the product.
- Possible graphic organizers include evaluation charts, rubrics, and checklists.
- Possible strategies include the use of appropriate tracking tools (e.g., logs, journals, timelines, checklists, and calendars) to evaluate each stage of the Pathways Research Process.
District Pathways to Knowledge Evaluation Checklist

Place a Y or an N in each blank.

**Appreciation**
1. _____ Activities were used to spark my interest.
   
   Turn page over and complete # 17.

**Presearch**
2. _____ I participated in the group brainstorming.
3. _____ I identified key words.
4. _____ I wrote guiding questions.
5. _____ I browsed through various sources of information.

   Turn page over and complete # 18.

**Search**
6. _____ I prepared five entries on my working works cited page.
7. _____ I took accurate notes using the correct format.
8. _____ I used a variety of print/non-print sources: OPAC, Electric Library, online databases, Internet, film, books, encyclopedia, and/or periodicals.

   Turn page over and complete # 19.

**Interpretation**
9. _____ I revisited my notes and added personal comments and reactions.
10. _____ I created an outline/web.
11. _____ I wrote a clear thesis statement that indicates the meaning the topic has for me.

   Turn page over and complete # 20.

**Communication**
12. _____ I wrote an introduction including a relevant thesis statement.
13. _____ I wrote the body of my paper. My paragraphs start with topic sentences, include supporting details, and end with closing sentences.
14. _____ I wrote a conclusion that summarizes the paper and returns to the meaning of the thesis statement.
15. _____ I used in-text citations as directed by my teacher.
16. _____ I compiled a relevant works cited page using the District’s Research Format.

   Turn page over and complete # 21.
Evaluation: My comfort level during each stage of the Pathways Research Process:

17. Appreciation Stage

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miserable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very comfortable</td>
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</table>

18. Presearch Stage

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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Miserable</td>
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<td></td>
<td>Very comfortable</td>
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19. Search Stage

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<tr>
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<th>2</th>
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<tbody>
<tr>
<td>Miserable</td>
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<td></td>
<td>Very comfortable</td>
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20. Interpretation Stage

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<thead>
<tr>
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<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Miserable</td>
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<td>Very comfortable</td>
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21. Communication Stage

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<tr>
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<tbody>
<tr>
<td>Miserable</td>
<td></td>
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<td>Very comfortable</td>
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</table>

22. Evaluation Stage (This refers to your reactions to 1-21.)

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<th>4</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
<td></td>
<td>Very comfortable</td>
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</tbody>
</table>

23. Working through Pathways’ six stages helped me complete the I-Search paper.

<table>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not much</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A lot</td>
</tr>
</tbody>
</table>

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June 2003
Pathways Teacher Response Sheet
8th Grade I-Search Paper

1. Did your knowledge of the Pathways Model increase during the I-Search activities?
   - Yes
   - No

2. Did your awareness and use of the Pathways language increase as you worked through the process with your students?
   - Yes
   - No

3. Did you become more comfortable using the Pathways language as you worked through the process?
   - Yes
   - No

4. I collaborated with the following on this project:
   - Library Media Specialist
   - TAG Facilitator
   - SpEd Personnel
   - Reading Teacher
   - Another Teacher
   - Other

5. Did the collaboration result in better I-Search papers?
   - Yes
   - No

6. Did use of the Pathways model increase the number of I-Search papers turned in?
   - Yes
   - No

7. Comments
The primary goal of the Enhancing Education Through Technology (E2T2) program is to improve student academic achievement through the use of technology in elementary and secondary school.

This rubric is to be filled out by 8th grade Language Arts teachers upon completion of the I-Search paper.

<table>
<thead>
<tr>
<th>Social, Ethical, and Human Issues</th>
<th>NEEDS</th>
<th>MEETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility and citizenship are an essential consideration as students learn with technology.</td>
<td>✗ Student plagiarized information when taking notes ✗ Student used others' files ✗ Student has not completed in-text citations ✗ Student has not completed works cited page</td>
<td>✗ Student demonstrated understanding of ethical use of information through accurate notetaking and citing sources ✗ Student followed District's technology rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Productivity Tools</th>
<th>NEEDS</th>
<th>MEETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology plays a pervasive role in the knowledge construction of student work.</td>
<td>✗ Student doesn't/can't manage files ✗ Student needs excessive help with word processing ✗ Student's I-Search paper is not word processed</td>
<td>✗ Student managed files ✗ Student's I-Search paper is word processed according to guidelines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Research Tools</th>
<th>NEEDS</th>
<th>MEETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students leverage learning opportunities by utilizing technology for research.</td>
<td>✗ Student did not use relevant web-based tools ✗ Student needs excessive help using web-based tools</td>
<td>✗ Student follows directions to locate and use relevant web-based resources appropriately</td>
</tr>
</tbody>
</table>
APPENDIX
Eighth Grade Writing Benchmarks:
Students will be able to:

- Express themselves clearly and with appropriate style and voice in works of varying lengths and types (e.g., personal narratives, comparison and contrast, informative/I-Search paper, persuasive, business letter, character sketch, and poetry)
- Use the writing process to complete papers that include an introduction, body, and conclusion with a focus on editing

### Eighth Grade Writing Rubric

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>NEEDS</th>
<th>MEETS</th>
<th>EXCEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITING PROCESS (prewriting, crafting)</td>
<td>Little or no evidence of the writing process exists.</td>
<td>The writing process was used.</td>
<td>The writing process was used effectively to shape the paper.</td>
</tr>
<tr>
<td>CLARITY OF EXPRESSION (organization)</td>
<td>Ideas are not clear; style and voice are not appropriate to title and/or assignment. The introduction, body, and conclusion are incomplete or unclear.</td>
<td>Expresses ideas clearly with appropriate style and voice. The focus on the development of the introduction, body, and conclusion throughout the writing process is evident.</td>
<td>Expresses ideas clearly with appropriate style and voice and displays originality of thought and expression. Paper has a focused introduction, body, and conclusion that share a common purpose.</td>
</tr>
<tr>
<td>PURPOSE/STYLE</td>
<td>The assignment does not achieve its purpose. Focus on purpose and format is needed.</td>
<td>Purpose and format (example: business letter, informative/I-Search, etc.) are acceptable to the assignment.</td>
<td>Originality and style complement the purpose and format exhibited.</td>
</tr>
<tr>
<td>MECHANICS AND EDITING</td>
<td>Editing and/or polishing are not evident. Mechanics detract from final product.</td>
<td>Mechanics do not detract significantly from the final product, but further editing is needed.</td>
<td>Minor editing may be needed.</td>
</tr>
</tbody>
</table>

NAME: ____________________________  DATE: ____________________

Davenport Community School District
Davenport, Iowa

Davenport Community Schools
June 2003
RESEARCH PAPER FORMAT GUIDELINES
Secondary Language Arts Department

**Heading and Title**

A research paper does not need a title page; however, some instructors may require one. Instead, beginning one inch from the top of the first page and flush with the left margin, type your name, your instructor’s name, the course title, and the date on separate lines, double-spaced.

Double space again and center the title. Double space also between the lines of the title, and double space between the title and the first line of the text.

Do not underline your title. Do not put quotation marks around your title.

**Margins**

Except for page numbers, leave margins of one inch at the top and bottom and on both sides of the text.

Indent the first word of a paragraph one-half inch (or five spaces) from the left margin. Indent set-off quotations (quotations longer than four lines) one inch (or ten spaces) from the left margin, but do not change the right margin. Do not use quotation marks.

**Spacing**

A research paper must be double spaced throughout, including quotations and the list of works cited. For a handwritten paper, follow instructor’s directions for spacing.

Space one space only after end punctuation (i.e., period, question mark, exclamation point).

**Page Numbers**

Number all pages consecutively throughout the paper by creating a header that places your last name and the number of the page in the upper right-hand corner, one-half inch from the top, flush with the right margin (right justified).

Do not use the abbreviation “p.” before the page number or add any punctuation mark.
MLA-Based Works Cited
Guidelines For Reference

One Author

One Editor

Two Authors

Three or More Authors

Two or More Books by the Same Author

Signed Newspaper Article

Signed Article in a Magazine

Encyclopedia Article

Signed Editorial

Government Publication

Pamphlet
An Interview:
1 June 1999.

Parks, I.M. Personal Interview. 27 July 1999.


Online Information Database:

Article in an Online Periodical:

Television:

Film:

Personal or Professional Site: Author (if given). Title of Site underlined. Date. Name of Institution or Organization associated with site. Date of access. Network address.


Short Work from a Web Site: Author’s name (if given). Title of short work in quotation marks. Title of site, underlined. Date of publication or last update. Sponsor of the site (if not named as the author). Date of access. The URL in angle brackets.

*Usually at least some of these elements will not apply or will be unavailable. For example, in the following model, no date of publication was available. (The date given is the date on which the researcher accessed the source.)


To Cite a Previously Published Scholarly Article in a Collection:
Give the complete data for the earlier publication and then add Rpt. in (“Reprinted in”), the title of the collection, and the new publication facts:


June 2003

**Abbreviations For Omitted Material:**
- **n.p.** No place of publication given
- **n.p.** No publisher given
- **n.d.** No date of publication given
- **n. pag.** No pagination given (doesn’t apply to online sources)

**Parenthetical Citations in Text:**

**Author and Page:**
- (Brown 10)
- (Burns and Duncan 11)
- (Edwards et al. 12)

**Author Is Not Given:**

- Use the title or shortened version of the title:
  - (Mandarin 14) (“War” 15) (“The Right Thing” 22)

**Two Titles Are Identical:**

- Include next item in the works-cited entry:

**Information Given in Text:**

- When author’s name and the title are given in the text, the resulting parenthetical citation will be a page number.
  - (20)

**More Than One Book in Your Works Cited Written by the Same Author:**

- Enough information must be given either in the text or in the citation to distinguish it.
  - (Burns, Infinity 20)

- If Burns is mentioned in the text: (Infinity 20)

- If Infinity is mentioned in the text: (Burns 20)

- If both book and author are mentioned in the text: (20)

**Electronic Source Citation:**

- Note: the citation should match an entry on the Works Cited page.

- **If this is your Works Cited entry,**

- **your in-text citation would look like this:** (“Fresco”).

- **If this is your Works Cited entry,**

- **your in-text citation should look like this:** (Romance Languages).

Schaefer 1

Davenport Community Schools
June 2003
A Novel Analysis of *Fahrenheit 451*

*Fahrenheit 451* is a novel written by Ray Bradbury that was published in 1953. This futuristic science fiction story takes place in an atmosphere where firefighters start, not put out, fires. Bradbury’s never-ending love affair with books may have been embedded in the foundation of this novel.

Ray Douglas Bradbury was born on August 22, 1920, in Waukegan, Illinois; the third son of Leonard and Esther Bradbury. He began writing stories on butcher paper in his late pre-teen years. At the tender age of twelve, he began writing at least four hours a day. He was said to be “an unimaginative child” (“Bradbury, Ray Douglas”). Recalling his fond childhood memories of the local fire station, Bradbury idolized the firemen prepared to battle a ruthless inferno:

> And I did pass the firehouse often, coming and going to the library, nights and days, in Illinois, as a boy, and I find among my notes many pages written to describe the red trucks and coiled hoses and clump-footed firemen, and I recall the night when I heard a scream from a part of my grandmother’s house and ran to a room and threw open a door to look in and cry out myself. (Mogen 106)

Receiving no further formal education after graduating from a Los Angeles high school in 1938, Bradbury self-taught himself by going to the library at night and typing away at his typewriter during the day. Ray Bradbury’s first story, “Hollerbachen’s Dilemma,” was published in *Imagination!*, an amateur fan magazine. The following year he published four issues of his
Works Cited


