Rubric

|  | **Research****(Problem and Context)** | **Reflection****(Quality and Accuracy)** | **Data****(Methods and Rationale)** | **Organization****(Thesis Statement and Evidence)** | **Readability****(Sentence structure)** |
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| **0** | A theme, issue, or problem is not identified or explored. | There is no display of analysis. No presentation of the photos, themes, or readings in the class. | There is no photo or field notes recorded. | The organization of the writing is not helpful towards the overall argument. No photos. | The writing is unclear. Further spell-checking and proof-reading required. |
|  | \*Remember, writing is one way of organizing your thoughts. As we have seen in class, every place is thick with information; they are layered with different histories, peoples, and issues. This would be the space for you to pause and reflect on the things you have collected. Please try again. | \*Try your best to see how the topic/ theme you have chosen informs your subject; and how your subject adds to your topic/ theme. | \*If you need support here, come speak to me. | \*Remember to help your readers orient themselves. Give a strong thesis statement explaining what you are going to do, then go on to give supporting evidence in the next sentences. | \*If you need support in this area, please reach out to the Writing Center! |
| **5** | The theme, issue, or problem chosen is a little underexplored. There is a little attempt to consult class materials or similar past research works. Contextual information is not/ minimally provided, which produces confusion. | There is some display of critical thinking within the reflection, but could benefit with a clearer elaboration between the topic/ theme to the subject at hand. The relationship is just a little unclear at the moment. Little engagement with the readings. | Photos and field notes taken are sufficient. However, the relationship between photos and notes may be a little disjointed. Some coherence between the photos and notes can help the field researcher achieve additional clarity on the issue they are exploring. | The organization of the writing makes sense and hints at what the argument could be. But some care as to how you would like to present your argument will greatly enhance the clarity of your analysis! Either a strong thesis statement is lacking or supporting evidence is not present. Photos are thoughtful and relevant to the paper but disorganized. | The writing can benefit with some reworking of sentence structure. |
|  | \*The paper could push to elaborate and explain the complexity of the theme. | \*Please push on to elaborate the relationship between the photos, field notes, and themes of public space. Draw out these themes by engaging with some of the readings in the class. | \*Try to look at your materials again. Zoom out and see what you have gathered, and use arrows or categories (don't have to be fancy) to help you establish relationships between your field notes and your images. |  |  |
| **10** | An issue, theme, or problem is identified and sufficiently explored. A helpful literature review is provided. Topic also builds on the discussion we have had in class. Good effort in understanding class material so far. | There is a display of critical thinking in the analysis. A strong understanding and elaboration of the topic/ theme relevant to the subject at hand. Photos and field notes are well-examined with clear engagement with the readings of the class. | Photos and field notes recorded are robust. Author took the effort to organize field notes and frame photos in a coherent manner. There is a clear relationship between the photos and notes taken. | The writing is well organized and help support the overall reflection. Photos are well positioned and described to support the flow of the argument. There is a topic sentence to frame the argument at the beginning of the paragraph. | The writing is clear and succinct. |