

Reading Track Rubric

1. Study Guide Contribution (50%) – due 24 hours after class (11:05am)

- **50%: Study Guide Completeness**
 - **Does the study guide contain sufficient information for the class to study?**
 - **Key questions to address:**
 - What did they study?
 - What was the research question or topic studied?
 - How did they do it?
 - Who were the participants?
 - Ages, language(s), any relevant demographic or diagnostic information
 - Were there multiple groups of participants?
 - What did they measure?
 - E.g.,
 - *At-home language input to children*
 - *EEG*
 - What (if anything) did they manipulate?
 - E.g., *The type of words children heard during the experiment*
 - What did they find?
 - E.g.,
 - *they found that the bilingual group scored higher than the monolingual group*
 - *infants' heart rates were faster when listening to their mother's voice compared to another woman's voice*
 - *they found larger electrophysiological responses to familiar words compared to mispronunciations*
 - *they didn't find any differences between groups*
 - What are the implications?
 - What does this mean for language development?
 - Why does this matter?
 - How does this relate to other topics in the course?
 - **Evaluation Criteria:**
 - **Full points:** The study guide is comprehensive and easy to follow, covering all key questions clearly.
 - **Partial points:** The guide covers some key aspects, but may be missing a few details or needs clarification.
 - **Minimal points:** The guide is incomplete, unclear, or missing important details.

- *If the study guide is incomplete, I'll let the group know, and you'll have the opportunity to earn some points back.*
- **Individual Contribution**
 - *Did you contribute thoughtfully and helpfully to the guide?*
 - This is checked by Google Docs activity.
 - If you arrive at the study guide, and your reading track article is already filled out, first check that it's complete and easy to understand.
 - If all looks good:
 - Find a different section of the study guide to contribute to.
 - If something is unclear or missing detail:
 - Fill that in!

2. In-Class Participation (50%) – due in class

- I'll have visuals and guiding questions in my slides already
- Your group will explain the article to the class.
- You don't need to say something for each article (with ~10 students/group, that's understandably challenging), but you should earn at least 5 checks over the semester.
- **Evaluation Criteria:**
 - **Check:** You participated in the discussion, providing relevant responses to the article's key points.
 - Types of answers that would fall into this category:
 - How old were the participants?
 - What did the researchers measure?
 - **Check Plus (2 checks):** Your participation was insightful, offering a unique perspective, analysis, or additional detail that enriched the discussion.
 - Types of answers that would fall into this category:
 - What does this mean for language development?
 - Why does this matter?
 - How does this relate to other topics in the course?
 - Why should we trust (or not trust) the method they used?
 - **Nada (0 checks):** You did not contribute in a given week.