

AICE A Level Global Perspectives Research Journal

Candidate Number 5195

Emma Rieser

August 12th, 2019 *7:30 a.m.*

A Level Global Perspectives began today. The creation of two concept maps centered around a specific topic were assigned as homework. I developed one regarding academic labelling and brainstormed evidence revolving around students in education. This gives forth a perspective of academic I can relate to the most as the entirety of my K-12 career, my worth as a student has been a number value. This includes standardized testing, class rank, and even my IQ. My second concept map highlighted the subject “first impressions” and positioned evidence to support various methodologies. This has always been an interest to me as I would like to learn more about the science behind a positive first impression.

Emma Rieser *8:18 a.m.*

August 13th, 2019- August 14th, 2019 *7:30 a.m.*

Upon collaborating with a peer, my topics grew in strength as the potential evidence expanded with the various ideas that were presented to me by a partner. After reviewing the evidence and known research available upon the specific topic, I have chosen to pursue a question on academic labelling rather than first impressions. This revolves around my connection to the topic and with this comes a greater interest and motivation to collect useful data to use within the paper. Also, I feel my evaluation will increase in strength as I am able to look at a perspective deeper than an outsider would with the same topic.

Emma Rieser *8:18 a.m.*

August 15th, 2019 *7:30 a.m.*

I presented my specific topic to a few classmates who provided me with praise upon the methodologies I have established so far. These include Biological, Financial, and Social. Together we reviewed the evidence for which I could include under these perspectives. A suggestion that I am considering incorporating into my paper is branching from the center topic of education and addressing other occupations that revolve around labelling as well. For instance, the military. I feel confident in these as they delve into widely different interests of mine, while also incorporating new aspects of information. From this, potential research questions are, “Does data determine our futures within education?” and “Is academic labeling discrimination of the highest caliber?”

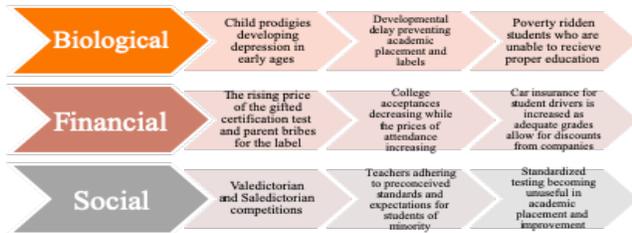
Emma Rieser *8:18 a.m.*

August 19th, 2019 *7:30 a.m.*

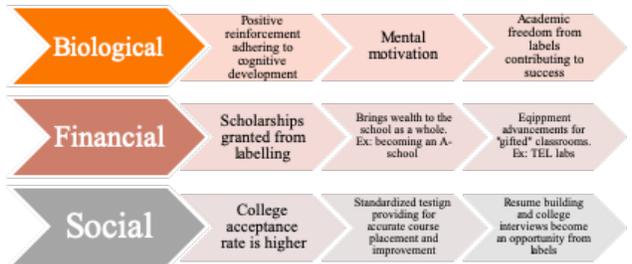
Today my instructor reviewed the limitations demonstrated by each of my formulated questions with me. One restriction that was demonstrated by both, “Does data determine our futures within education?” and “Is academic labeling discrimination of the highest caliber?”, was their level of specificity. With this

My instructor requested that we turn in the concept maps we completed as homework from the 12th of August, along with our completed Research Planning Sheets. Below I have attached the assignment for reference. I feel as if I should personally review my question of choice with the instructor again to ensure that it meets the guidelines presented within the Learner's Guide.

Concession



Affirmative



Emma Rieser

8:18 a.m.

August 23rd, 2019

7:30 a.m.

Today was dedicated to finding synonyms associated with my question and beginning the research project. I found alternative words for gifted and prodigy students utilized within published research journals, such as “the highly able” and “genius.” When writing my research paper, I will incorporate these phrases as alternatives as much as possible. More so, throughout this process, I found an addition support for the Biological methodology on the concession side. I would like to reference developmental disorders, such as dyslexia, which effect 10% of children regardless of their educational level. This bolsters the research presented within my paper. When deciding that this topic should be incorporated as a reason, I reflected upon the challenge that it presents and how academic labelling can represent a student with dyslexia’s disability rather than their true knowledge and skill.

The source where I found this information is cited below.

Ganry-Tardy, M.-N. (2005, April 1). Watching Prodigies for the Dark Side. Retrieved from <https://www.scientificamerican.com/article/watching-prodigies-for-th/>

Emma Rieser 8:18 a.m.

August 26, 2019 7:30 a.m.

Today, I worked on collecting research from published research journals regarding the Biological concession. I focused on learning disorders like Dyslexia. A statement that invoked my interest was collected from a study titled, “The Mathematics Skills of Children with Reading Difficulties,” which read, “Children with dyslexia demonstrated weaker mathematics performance and they were also more likely to have mathematics deficits: compared to other reader groups, children with dyslexia were 5.60 times, 8.54 times, and 4.98 times more likely to show deficits in fact fluency, operations, and applied problems, respectively.” This exemplifies how modern math and word-problems bring trouble to students with Dyslexia as their skill set is likely to show an unsuccessful trend compared to being exposed to strictly equation-based questions. The source in which this was referenced is cited below. Following this, I feel highly confident regarding the presentation of the Biological methodology in my research essay. I am aware that the evidence now encompasses suitable statistics that reflect both the aspects of academic performance and presence in the United States school system. This presents a balanced argument, something which is viewed in a positive light upon the rubric of the paper.

Vukovic, R. K., Lesaux, N. K., & Siegel, L. S. (2010). The mathematics skills of children with reading difficulties. *Learning and Individual Differences*, 639–643. Retrieved from <https://reader.elsevier.com/reader/sd/pii/S1041608010000865?token=3A3CD788E6C3E0271E845A764841A8B1EEB5126BF9B7E97E4E7BE9D0A3625B62AC461458B36A0182884C8EDAA23349C5>

Emma Rieser 8:18 a.m.

August 27th, 2019 7:30 a.m.

In class today, the instructor provided guidelines on how to construct a personal OneNote dedicated to research collection, analysis practice, and an annotated bibliography. After creating it, I transferred the statistics on the concession and affirmative I have previously found to the “Research Info/Data” section, along with specific statements to the “Quotes with References” tab.

Emma Rieser 8:18 a.m.

August 28th, 2019 7:30 a.m.

For the remainder of the week, I will be researching the concession side of my question, “Is academic data a good predictor of student success?” An example of a definition that is incorporated in my research paper is, “Unconditioned race neutrality, or teachers expect the same from different ethnic backgrounds.” This was included in the study, “Are Teacher’s Expectations Different for Racial Minority Than for European American Students? A Meta Analysis,” and is cited below. This reference is also located in the “Annotated Bibliography” tab, along with “Quotes with References.” Additionally, while researching, I discovered copious amounts of evidence regarding testing anxiety, something of which I can relate to. Therefore, I will be incorporating it into this paper under the Social or Biological methodology, however, I would like to further address my instructor on their expert opinion for which category this topic of research falls under.

Tenenbaum, H. R., & Ruck, M. D. (2007). Are teachers’ expectations different for racial minority than for European American students? A meta-analysis. *Journal of Educational Psychology, 99*(2), 253–273. doi: 10.1037/0022-0663.99.2.253

Emma Rieser 8:18 a.m.

August 29, 2019 7:30 a.m.

While researching in class today, I found evidentiary support regarding the mathematical strengths of dyslexic children. In each journal article I have found regarding the challenges dyslexic students possess when presented with a word-problem compared to a non-diagnosed student, strictly comprehensive problems were involved. Equation based problems where the learning disability would be loosely involved are not studied. Therefore, my intent to find an experiment where the results reflected the success of a dyslexic student would bolster the impact of the concluding analysis and evaluation, whereas it could be demonstrated that along with schools, research based studies are non-accommodating to the needs of the developmentally disabled, thus preventing academic achievement.

Emma Rieser 8:18 a.m.

August 30th, 2019 7:30 a.m.

For the next three school days, I worked on my personal OneNote’s section labeled “Research Info/Data.” Throughout this, I added a detail description of each methodology and the sources that will be used to provide evidence. Below is an example of the Concession Biological aspect of my paper.

Concession Biological

1. Child prodigies developing depression at a young age
 - a. Source that names statistics upon child prodigies

- b. Source that describes the effects of the added stimuli of child prodigies, examples including parental and self-imposed pressure.
2. Poverty ridden or minority students who are unable to receive proper education
- a. Source that defines poverty
 - b. Source which provides statistics on the lack of education in poverty-ridden areas
 - c. Source where the impacts of the lack of proper teachers and textbooks is exemplified through examples of standardized testing or grades
3. Learning disorders
- a. Source that defines Dyslexia and its presence in the classroom
 - b. Source that describes the challenges dyslexic students face at school, examples include in mathematics and reading
 - c. Source that highlights where they excel but modern academics prohibits that
4. Testing anxiety
- a. Source that defines testing anxiety and how it develops
 - b. Source that describes the effects of testing anxiety and provides emphasize on lower testing scores

Emma Rieser

8:18 a.m.

September 4th, 2019

7:30 a.m.

In addition to adding quotes to my personal OneNote, I gathered the sources that I have previously used for evidence and pasted them into the “Annotated Bibliography” section. After this, I began constructing annotation for each of them following the guide that is available on my instructor’s informational webpage. Below I have added an example from my annotated bibliography.

The author of this dissertation, Meredith Taylor Harris, earned a PhD in Philosophy from Louisiana State University. Through the heavily cited background information and the technical proposal of experimentation, the report is intended for research purposes, whether utilized by professors or professionals in the field of academic psychology. Similar to the other published papers throughout the annotated bibliography, the focal point of the data which bolstered its weight was the presence of an equivalent representation of both genders as sample subjects. Nonetheless, Taylor’s research presented in

thesis formatting limits the reach of the resulting data but does not lessen its academic contribution to the source of testing anxiety. Therefore, through citing this change, one can conclude that this source was invaluable when researching the aspects of the question. I feel confident that my progress in the research for the essay will be reflected positively in my writing.

Harris, M. T. (2016). *Psychological and Environmental Predictors of Test Anxiety: A Structural Equation Mode* (dissertation). Retrieved from <https://pdfs.semanticscholar.org/0280/c929c95222134ec7fa117cf3b2eaecd343fc.pdf>

Emma Rieser 8:18 a.m.

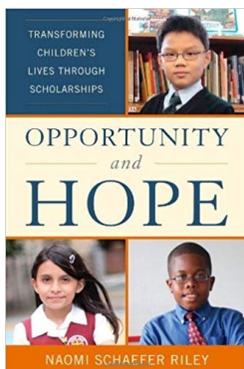
September 5th, 2019 7:30 a.m.

Though I was absent from school, I finished my annotations for the sources I will be using evidence from and transferred them into my personal OneNote. As I continue to find evidence for my research paper, I will write the annotations as soon as I cite the source to benefit me in the future, raising my confidence in the research and writing process.

Emma Rieser 8:18 a.m.

September 6th, 2019 7:30 a.m.

I developed a goal to discover sound evidence for the concession viewpoint in my paper by September 13th, 2019. This will allow me to spend the following week in search for supporting statistics for the affirmative side. With this implemented, I will be prepared for the upcoming assignment, the AICE Proposal Form. Last evening, I checked out five books at the local library regarding scholarships, child prodigies, and educational reforms. I will read these to gather information that can be incorporated into each of my methodologies. The first book I will read is titled, *Opportunity and Hope*, by Naomi Schaefer Riley.



Riley, N. S. (2014). *Opportunity and hope: transforming children's lives through scholarships*. Lanham, MD: Rowman & Littlefield.

Emma Rieser

8:18 a.m.

September 9th, 2019

7:30 a.m.

I overviewed two sample essays on my instructor's website to determine how to structure my own. From both, I reflected upon the use of subheadings to distinguish between different topic of discussion and methodologies. This establishes organization and will keep the AICE grading focused on the question argued throughout my paper. I have made a note to utilize this technique when writing my paper. More so, I finished reading the factual book, *Opportunity and Hope*, by Naomi Schaefer Riley. Throughout this, I gathered quotes that related to scholarships available to students with low incomes and educational disadvantages of poverty-ridden areas. The book made me reflect upon the different opportunities available to low-income households.

Emma Rieser

8:18 a.m.

September 10th, 2019

7:30 a.m.

After finishing the book *Opportunity and Hope*, by Naomi Schaefer Riley, I have decided to alter one of my perspectives to incorporate the discussion within this book. I changed one of the reasons in the Concession Biological perspective to extend to the lack of college readiness present in graduates and the gap between on level and disadvantaged students to further the argument upon lower level education in poverty. I feel that this will bolster the strengths of the arguments presented in my paper. In my personal opinion, this is the perspective I am most interested in. I feel more appreciative for the education I have received since elementary school.

Emma Rieser

8:18 a.m.

September 11th, 2019

7:30 a.m.

I began to read another book that I checked out from the public library titled, *Next Generation Assessment*, which aims to provide insight towards efficient testing assessments that have been implemented globally. Also, I reviewed the type of sources that bolster a Cambridge proposal with a group of students from my class. Finally, I updated my September calendar within my personal OneNote with upcoming due dates that my instructor informed me of today. I will reference this frequently to maintain a prepared outlook upon my schedule and to advocate an appropriate amount of time to each assignment. This makes me feel happy for the future research process. These include a check of my research logs on September 20th, a check of my Research folder on the 25th, and my finalized proposal on the 30th.

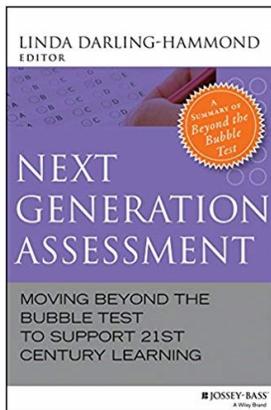
Emma Rieser

8:18 a.m.

September 12th, 2019

7:30 a.m.

I continued to practice finding sources from valuable sources, such as authority figures and topic-centric experts, that would be suitable to cite within my own Cambridge proposal that is due on the 30th of this month. In the evening, I finished the book, *Next Generation Assessment*, and transcribed statistical information that I gathered for my topic into my personal OneNote. An example of a piece of evidence for the Concession Financial perspective is, "With spending on education averaging just over \$10,000 per pupil, \$25 in combined testing costs for math and reading, the average for most states under the No Child Left Behind, represents less than one-quarter of 1 percent of the K-12 education." This demonstrates the insufficient funds allocated towards reviewing student's learning ability, thus representing how standardized testing provides minimal benefit when addressing use in course placement and improvement. The reference is cited below.



Darling-Hammond, L. (2014). *Next Generation Assessment: moving beyond the bubble test to support 21st century learning*. San Francisco, CA: Jossey-Bass.

Emma Rieser

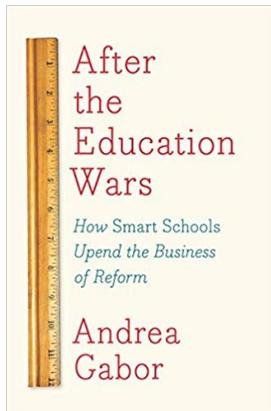
8:18 a.m.

September 13th, 2019

7:30 a.m.

I began reading the book, "After the Education Wars: How Smart Schools Upend the Business of Reform" to gain knowledge upon the reasoning of poverty-ridden students in my Concession Biological methodology. I finished it this evening and found a copious number of statistics that can be incorporated into my research paper. The one I feel is most powerful is, "The number of students attending "high poverty" schools where 75 to 100 percent of the students are black or Latino has soared from 10 percent to 17 percent between 2000 and 2014; meanwhile, the number of students in "low poverty" schools where no more than 25 percent of the students are black, or Latino has plunged from 33 percent to 17 percent." This offers insight towards the realities of minority education in the United

States. I am also considering transferring this reason to the Social methodology and developing another reason for Biological because I have been finding continuous information regarding the factors that contribute to poverty and its effects on student's education rather than their wellbeing.



Gabor, A. (2018). *After the Education Wars: How Smart Schools Upend the Business of Reform*. New York: New Press.

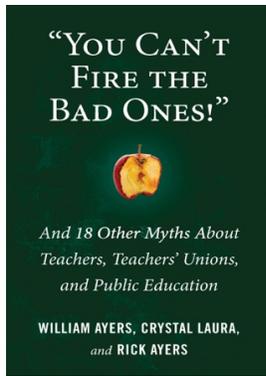
Emma Rieser

8:18 a.m.

September 16, 2019

7:30 a.m.

Over the weekend I read and finished the book titled "*You Can't Fire the Bad Ones!*" and 18 Other Myths About Teachers, Teacher's Unions, and Public Education. I marked statistical information within it that I want to incorporate into my research paper and transcribed it into the *Quotes with References* section. A piece of factual information that resonated strongly with me was, "Data from the National Assessment of Educational Progress in 2011 showed that fourth graders who were eligible for free lunch scored twenty-nine points lower on reading tests than other students, and that eighth graders eligible for free lunch scored twenty five points lower than their non-poor peers." I was shocked by the correlation between financials and education exemplified by students with potential. Its reference is cited below. More so, I rethought the structure of my Concession argument for the Biological and Social methodologies. I have commented on the correlation between poverty and the social academic challenges that are faced in past logs. Therefore, I have transferred this reason to the Social methodology and will be extending the research I have already found to encompass it. This benefits my argument for this perspective as well because the reasoning that it replaced, or class rank competitions was difficult to find relevant research published recently in academic journals. More so, the Concession Biological methodology was unbalanced with its Affirmative counterparts as it included four arguments. These were child prodigies, learning disorders, testing anxiety, and poverty.



Ayers, W., Laura, C., & Ayers, R. (2018). *"You Can't Fire the Bad Ones!" and 18 Other Myths About Teachers, Teacher's Unions, and Public Education*. Boston, Massachusetts: Beacon Press.

Emma Rieser 8:30 a.m.

September 17th, 2019 7:30 a.m.

I researched evidence for the Biological methodology on the Concession side. I have found that collecting recent evidence on the reasoning “child prodigies” is most difficult. This is because active studies are not being conducted to research the negative effects of youth intelligence but rather the positive outcomes of academic success and increased IQ scores. However, I was able to find a book titled, *Gifted Children-Myths and Realities*, by the author and psychologist Ellen Winner. Within this, she provides a detailed definition of the term “child prodigy,” which was, “a child prodigy is defined as a child who can perform at adult level in a structured domain (such as music, chess or maths).” I will be incorporating this into my research paper as it encompasses the aspects of the argument I would like presented through this perspective. The book’s citation is referenced below.

Winner, E. (1999). *Gifted children: myths and realities*. New York: BasicBooks.

Emma Rieser 8:30 a.m.

September 18th, 2019 7:30 a.m.

I began reading a new book on education titled, *Beyond Test Score: A Better Way to Measure School Quality* by Jack Schneider. I will use this book to draw specific evidence for the Affirmative side of my research paper. I also reviewed my log entries that I have written so far and added supplementary reflections for those which I discuss finishing a book or finding an excellent source or piece of evidence for a methodology. On Friday, September 20th, my instructor will review my log and add insightful comments on our progress so far. Finally, I added information to the “Emerging Themes” section of my personal OneNote regarding a book that I read over the weekend by the well-known author, Ann Hulbert.

She titled it, *Off the Charts: The Hidden Lives and Lessons of American Child Prodigies*. I found this book when researching authors of prevalent academic issues. This includes exceptional talent in educational subjects including math, science, and reading. Though this book did not offer information useful for my project, I feel it was helpful to gain knowledge upon the ways in which these intelligent children were raised. It also allowed me to reflect upon how I have experienced such a different childhood than the complex ones of the children described within the book.

Emma Rieser 8:18 a.m.

September 19th, 2019 7:30 a.m.

I added another topic of discussion to the “Emerging Themes” section of my personal OneNote. It discusses the frequent use of the term, “Tiger Parent” within research regarding the childhood of child prodigies. I was first introduced to the definition within the book, *Off the Charts: The Hidden Lives and Lessons of American Child Prodigies*, however, upon further research on the Internet, it became evident how this is a crucial aspect in the mental development of intelligent children. The term highlights committed relationship between parent and child which is instilled in success. A quote which struck empathy with me when collecting data upon this topic was by Dr. Jenny Grant Rankin, an educator and author. She states, “A tiger parent sets extremely high goals for his or her child, usually academic, and drives the child relentlessly to achieve these goals” (LaScala, 2019). This highlights how with the completion of each goal comes a new one, suggesting that there is little break or aversion to a Tiger Parent's expectations. With more and more research that I complete regarding the negative outcomes of the pressure-filled lives of child prodigies, Tiger Parents are emphasised as the primary reasoning behind this. This strengthens my research paper as it reflects an opposing viewpoint. Rather than strictly student-based perspectives, incorporating parental motives allows for a balanced argument that I feel confident displaying in the essay.

LaScala, M. (2019, May 20). Can Tiger Parenting Help Your Child Get Ahead? Retrieved from <https://www.goodhousekeeping.com/life/parenting/a27197790/tiger-mom-parenting/>

Emma Rieser 8:18 a.m.

September 20th, 2019 7:30 a.m.

Today, I turned in my Research Logs to my instructor. The purpose of this was for her to add supplementary comments to my progress and review the reflections that I have incorporated. After she returned mine to me, she commented that I should speak with another student who is doing a question within the field of academics as well. With collaboration, we could ensure that our evidence is not coinciding within each of our research presentation. Also, we will be able to share ideas regarding our

reasoning towards our argument and contribute to each other's as well. I will be meeting with them next week. At this point within the research process, after today I am looking forward to the realizations that I will receive from the

Emma Rieser 8:18 a.m.

September 23rd, 2019 7:30 a.m.

Today, I broadened my Financial methodology. Beforehand, one of its reasoning was the rising cost of gifted certification testing. Initially, projected that I would find the prices that it was in the early 2000s based upon the cost of it now, as academic competition has risen. Though I found the current cost of these specific evaluations, its source from which it was found displayed meager credibility based upon the circulation of pop-up ads and the lack of author. Also, there was no evidence yielding to the prices in years prior to 2019. Therefore, I deemed it best to expand upon this reasoning, while still encompassing the increased cost of education. I found information sourced from the Wall Street Journal and academic journals demonstrating how costly private school tuition is. I utilized background knowledge from my previous years of education to recall that the majority of students attending independent day school graduate from Ivy League colleges. From this, I reflected upon how this level of education is not available to low-income families, which shows how admissions into top colleges is unfair. To incorporate these findings, I altered this reason to be the "rising prices of academic labelling." Afterwards, I felt accomplished seeing the development of this argument into a topic stronger than it was previously. I am excited to complete my analysis of this section within the near future to bolster my research essay further.

Emma Rieser 8:18 a.m.

September 24th, 2019 7:30 a.m.

I directed my focus to the "Theory/Arguments" section of my research folder where I defined the term "successes within my question. For reference, my research question is, "Is academic data a good predictor of student success?" When finding evidence in relation to this, it will accommodate the definition and the argument presented throughout the research essay. Meriam Webster defines success as, "a favorable or desired outcome" (Success, 2019). In reflection of my findings, this will bolster the strength of each methodology as it is associated with an individual's interpretation of success rather the incorporating a direct definition with limited room for outreach of evidence. More so, the term, "academic data" is also included into the question of my project. The Glossary of Educational Reform accurately depicts the meaning of student-level data. They refer to it as, "any information that educators, schools, districts, and state agencies collect on individual students, including data such as personal information (e.g., a student's age, gender, race, place of residence), enrollment information (e.g., the school a student attends, a

student's current grade level and years of attendance, the number of days a student was absent), academic information (e.g., the courses a student completed, the test scores and grades a students earned, the academic requirements a student has fulfilled), and various other forms of data collected and used by educators and educational institutions (e.g., information related to disciplinary problems, learning disabilities, medical and health issues, etc.)." This is a long definition and will be altered to fit the needs of the essay. However, upon evaluation of it I am satisfied with its inclusiveness. With its presence in the introduction the grader will have an understanding of what the paper encompasses. After findings these, I feel that my research question was defined well and will be understood by my Cambridge grader. This will increase my chances of getting my proposal approved the first time that I submit it. I am most nervous for their feedback to return once I submit it on September 30th, 2019.

Emma Rieser

8:18 a.m.

September 25th, 2019

7:30 a.m.

Today my instructor checked my OneNote Research folder. I incorporated research, reflections, and sprouting ideas into each section to demonstrate the development of my argument and the extensive work that I have put into this research essay. She did not have any comments for the work I have contributed towards it other than to insert a file version of my annotated bibliography. This is because when directly typing into One Note, formatting options like double spacing and the hanging indent are not available. With the separate word document, the correct formatting for the annotations can be achieved and showcased in my paper bolstering my confidence in the paper. Following her feedback, I began to fix this error.

Emma Rieser

8:18 a.m.

September 26th, 2019

7:30 a.m.

Because my Cambridge research proposal is due on Monday, I began to revise the evidence that I have found already. This included shortening some research to encompass only what my argument needs to increase its strength in the methodology. After this, I looked to my strongest pieces of evidence, which were either authored by experts in the field of education or journals where the data collected reflected the supported needed to show the argument in the correct light. The evidence that I found that was of the highest worth was data drawn from the 2015 PISA tests under the student well-being category. This displayed, "59% of students reported that they often worry that taking a test will be difficult...55% of students reported feeling very anxious for a test even if they are well prepared; 37% reported they get very tense when studying; and 52% reported that they get nervous when they don't know how to solve a task at school...and 46% of high-achieving students... reported that they feel anxious for a test no matter

how well prepared they are...55% of girls but 38% of boys who are among the top 25% of students in their country in science performance reported that they feel very anxious for a test even if they are well prepared...students are...60% more likely to get very tense when they study.” I feel that this encompasses the presence of testing and even school related anxiety within education and will increase the value of my argument with the global study rather than limiting it to strictly American students. This gave me a more relaxed feeling when thinking about the progression of my evidence.

(2017). PISA 2015 Results Overview: Students Well-Being. *PISA 2015 Results (Volume III) PISA*, 37–57. doi: 10.1787/9789264273856-5-en

Emma Rieser

8: 18 a.m.

September 27th, 2019

7:30 a.m.

I continued the same activity as yesterday. I looked at my evidence to single out my most valuable sources to be utilized within my Cambridge Proposal that is due on Monday morning. In addition to the PISA research which is included under the “testing anxiety” reason, I have chosen evidence from the “college tuition rising” reason derived from the National Center for Education Statistics. They state, “For the 2016–17 academic year, annual...prices for undergraduate tuition, fees, room, and board were estimated to be \$17,237 at public institutions, \$44,551 at private nonprofit institutions, and \$25,431 at private for-profit institutions. Between 2006–07 and 2016–17, prices for undergraduate tuition, fees, room, and board at public institutions rose 31 percent, and prices at private nonprofit institutions rose 24 percent.” If this were incorporated within the research proposal I feel as if it would add strength to my argument that is being conveyed to the readers due to how recent the statistics are and the source from where it was gathered. On the other hand, I must find an equal statistic from the Affirmative side of my paper to reference in the proposal as well.

National Center for Education Statistics: Tuition costs of colleges and universities. (n.d.). Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=76>

Emma Rieser

8:18 a.m.

September 28th, 2019

10:00 a.m.

Today, I looked for evidence that would coincide with the affirmative side of my research essay, specific evidence from experts upon the “higher college acceptance for academic labelling,” as I plan to use this within my Cambridge Proposal. Upon researching I found extensive data in this topic. To increase the understanding of the argument that I want to produce, I decided to focus upon the difference between college acceptance with high SAT and ACT scores compared to low scores. Looking towards the 2018 study released by the National Association for College Admission Counselling, they reported that,

“Eighty-one percent of colleges rated grades in all courses as considerably important, and 71 percent rated grades in college prep courses as considerably important. Admission test scores (ACT and SAT) and strength of curriculum were also rated considerably important by more than half of colleges (52 and 51 percent, respectively).” Along with conveying how this specific academic data is utilized to determine college admissions outcomes, it also provides a valuable statistic from a reliable source. After finding this, I did not feel nervous for creating or submitting my Cambridge Research Proposal anymore. I am confident that I have selected evidence for my argument that has been produced by valuable authors and organizations. I have done enough background research regarding my questions and the topics which it encompasses to explain what my question is conveying. For instance, on September 24th, I found definitions for the terms incorporated within my research question that can be used when explaining its purpose and presenting my argument. I am eager to begin drafting my proposal tomorrow because I feel prepared.

Clinedinst, M., & Patel, P. (2018). The State of College Admission Report. Retrieved September 29, 2019, from <https://www.nacacnet.org/news--publications/publications/state-of-college-admission/>.

Emma Rieser 12:00 p.m.

September 30, 2019 7:30 a.m.

I submitted my first draft of my Cambridge Research Proposal today. I am not nervous about submitting it to my assigned grader anymore because I have done everything required to prepare myself for this. All that is left is to receive feedback or constructive criticism upon my question or argument. I have selected accurate data from both the Concession and Affirmative sides of my research so far to be presented within the document. I have also added reflections to the end of each to reiterate the argument that I am presenting.

Emma Rieser 8:18 a.m.

October 1st, 2019 7:30 a.m.

I reviewed one of the Cambridge Research Proposals of my peers for them to gain a wider perspective upon the information, reflections, and aim presented in their topic. First, I reviewed the research question as a whole. I thought about it in two ways, one where I specifically addressed what it was asking. Then I furthered my outlook to where it applied to, for instance, internationally or strictly within the United States. I applied corrections upon the clarity of the question, which was beneficial to the peer as this is what dictates the research essay following. Following this, I focused upon their sources. Primarily, looking at the websites and if it was observable that they were publish journals, research reports, or

derived from popular periodicals. Looking each source up by the author or title of the article bolstered my perspective upon whether they presented an argument or if they consisted of loose factual information. This was vital as the Cambridge reader will check these aspects of the paper as well. Therefore, catching mistakes before submitting will increase the chances of getting approved during the first submittal. After completing this exercise, I began to look towards my own proposal. Whether the corrections I applied to my peer's proposal was present within mine. I found a copious number of small errors that with changes bolstered the flow of the detailed excerpt I had written. In retrospect, I am thankful that I peer reviewed someone else's paper as it allowed me to recognize what was needed in my proposal. This eased my initial nerves regarding its content compared to that of others.

Emma Rieser 8:18 a.m.

October 2nd, 2019 7:30 a.m.

Today I extensively revised my own proposal draft based upon the criteria I used to peer review other's yesterday. Though I did not find mistakes within my question, I felt the aim of my research essay needed to be thoroughly looked at based upon the content that I presented. Primarily, it was too long. I could visibly see my thought process, which is beneficial within other classes, however, not for the purpose of this research proposal. Therefore, I shortened it to one sentence, which encompassed my viewpoint along with the distinctive language displayed within the paper. Next, I looked towards my sources. To my dismay, I had left out a source for one of the definitions that I provided. If this were my actual draft that I was to send in, the chances for getting approved by my reader would have been significantly decreased. Along with adding this, I altered the formatting of the references. At the bottom of the proposal, I kept the full references, but numbered them from 1 to 10. This allowed me to go back into the contents of the paper and delete the in-body citations that I initially added, instead replacing them with the numbers associated with the designated source. In addition to lowering the word count, it allowed the proposal to flow better without interruption of numerous citations. After completing this, I felt more confident regarding the proposal as a whole. I was thankful that I was able to recognize each of the errors that were present and the revisions that I did make benefitted my argument.

Emma Rieser 8:18 a.m.

October 3rd, 2019 7:30 a.m.

I reviewed the Proposal of another member in A Level Global Perspectives. Just like the last peer review I completed, I addressed their question and determined if it were a question that posed an argument. I looked to their sources. By looking them up upon Google, it was easy to determine if it was reputable, provided an argument, and was recently published. These are all factors that should be associated with

each as this proposal is a display of the researcher's best work. The proposal that I was reading had an excellent display of references. I saw the intent of the inclusion for each one. This inspired me to refer back to my own references. In addition to noticing that they were not alphabetized, I saw that one was missing a date. In a judgment of this activity, I feel I provided constructive criticism to my peer's paper that will hopefully be put into use. However, the take-away from this can be viewed as far stronger. I am feeling more confident upon the details of my proposal and recognizing errors that I was not able to view before bolstered the presentation of the argument.

Emma Rieser 8:18 a.m.

October 4th, 2019 7:30 a.m.

Today I added revisions to the evidence presented for both the affirmative and concession perspectives of my proposal. I deleted the long questions that I had initially presented within my proposal and turned to giving a quick overview of the author, providing validations to boost their credit, and the specific reports that I referenced. Along with decreasing the word count of my proposal, it allowed me to delve into the argument presented by the evidence and how it benefits the research essay as a whole rather than strictly displaying the quote. I felt very prepared for turning in my proposal to my instructor later that day.

Emma Rieser 8:18 a.m.

October 7th, 2019 7:30 a.m.

As I wait for the results of my proposal, I will take this time with peers to review the concept of analysis. In viewing other's examples of proper analysis geared towards the content of the paper, it helps me to identify the correct words to use, structure to follow, and level of specificity towards the desired quote that I should incorporate within my own. Later that evening, I wrote five samples of analysis on my own based upon what I learned from the other members of A Level Global Perspectives. I feel more prepared regarding convey strong analytic sentences within the context of my argument. This, along with evaluation, is my biggest fear with this research essay. Though I have shown my ability to write sound examples within different papers in the past, I feel my skills have diminished due to lack of practice. Therefore, using my time to bolster these skills while I wait for feedback upon my proposal is vital.

Emma Rieser 8:18 a.m.

October 8th, 2019 7:30 a.m.

My instructor provided me with notes upon how to properly construct in-body citations within the paper and parenthetical citations for that of long-quotes. While doing this, I was able to test my knowledge upon long-quote format as I was able to recognize that my quotes extend past three lines of text. Therefore, it is

vital that I understand their structure in a research essay before the time comes to submit it. With a group of peers, I practiced correcting citations that were formatted incorrectly. I added this practice to my personal OneNote to reference when checking my own citations in the future after I have completed my paper. This activity allowed me to feel even more prepared to begin starting my paper as I have more knowledge upon the details involved with the structure of the paper.

Emma Rieser 8:18 a.m.

October 9th, 2019 7:30 a.m.

Today my instructor emphasized the importance of validating the authors utilized within my research essay. She also demonstrated how citing where the positive and negative credits to each must be cited through referencing the rubric. From this, I, along with a group of peers grouped together to formulate validations of our own creation based upon the same source. Then we collaborated on the strengths of each, while also pinpointing where improvements could be made. I took specific note of the constructive criticism that was made about my sample validation. The biggest one was relating it back to the question at hand. This factor is something that I would have forgone considering when it came to the value of my paper. With careful observation now, I feel this will bolster the value of my research paper and help gain marks in areas of the rubric that I would not have gotten before. However, to achieve this, I must continue my practice beforehand.

Emma Rieser 8:18 a.m.

October 10th, 2019 7:30 a.m.

After my instructor reviewed the Communications section of the A Level Global Perspectives rubric, I sought it best to review one of her previous student's papers with one of my peers. We chose a paper that got a high exam grade and focused upon slight errors that could have potentially been made. These included checking the structure of the long quotes, references, and validations. Additionally, we read the paper a second time to find information that would be better suited in the paper if it were cited. In a review of what we discovered, it was shocking to see a copious number of minor errors through formatting and writing through the content of the paper was not interrupted. This mostly encompassed mistakes in the references. The author and article utilized were often switched. Additionally, the double line spacing was not consistent throughout the list of citations. This exercise became a valuable lesson to me; review my future paper extensively. I felt this was helpful as it eased my nerves of how strict or loose the rubric of the research essay is presented. Though the paper I read did have errors throughout its presentation, it still earned significantly high marks. I feel confident in my ability to perfect these details in my own paper.

Emma Rieser

8:18 a.m.

October 11th, 2019

7:30 a.m.

I repeated the same activity as I did yesterday with the same paper. In contrast, I utilized the A Level Global Perspectives rubric to score the paper properly based upon the Communication section. I felt as if it earned 4 out of 5 points. This is because the grammatical and formatting mistakes did not distract from the content of the paper. On the other hand, the error in the structure of the references page did omit the paper from earning topic marks in the regard. Both the lack of proper citations and inconsistencies in double spacing showed that the author either did not understand what is required in a reference page or did not review it before submitting. Following this, I reviewed the score that my partner and I agreed upon with other peers of mine to grasp a better understanding upon how to apply the contents proposed in the rubric to different styles of writing. This activity allowed me to become more confident in what is required of me within the following months. I feel prepared with what to include and consistently check for when it comes to the structure of the paper. If I maintain this mindset throughout, I am bolstering the marks I will earn.

Emma Rieser

8:18 a.m.

October 15th, 2019

7:30 a.m.

Today my instructor informed me that my Cambridge Research Proposal was approved by my designated grader. The comments left by the grader contradicted the style in which we were directed to write it. One that captured my attention was, “You should avoid unnecessary ‘padding’ similar to much of the content of this proposal.” This lowered my confidence as the text where they indicated was filler wording was my initial perspective and aim towards the question itself. I knew this was required to add, as it should have bolstered the grader’s viewpoint upon the topic itself. However, it seemed to only provide as supplementary information unneeded by the grader. My nerves for submitting the research essay in February has increased from this. I am afraid I will add in “padding” that I am unaware of and the marks I will earn will decrease due to this. The other comments left regarding my proposal was, “Your conclusion should be in the form of an answer to the question, which might be more nuanced than either of the perspectives.” This was helpful as I omitted my conclusion before submitting my proposal. I was well over the desired one-page and felt this would allow the reader to be directed straight to the point of the question rather than be distracted by additional content. In retrospect, moving my initial perspective and transforming it to my conclusion would have eliminated this critique. I feel this was a helpful comment and allowed me to reflect upon how I could have bettered my proposal. Overall, I am excited that my proposal got approved and I can continue researching. Though my confidence was quite lowered

regarding the first comment, this is an aspect of the research essay process. I will continue to work on this as I go.

Emma Rieser 8:18 a.m.

October 16th, 2019 7:30 a.m.

I dedicated today to researching the affirmative perspective of my argument. Last week I delved into Affirmative Social side of the argument, where I found statistics regarding a higher college acceptance for students involved within the gifted program and academic clubs. This also extended towards students with higher college admission testing scores. I extended upon this research using evidence found within a college preparatory course, Compass Prep. This is a reputable source that provides tutoring services, along with academic research regarding college acceptances. It stated, "The percentage of students with Math scores at or above 700 went from 41% of applicants in 2017 to 56% of applicants in 2018. Nor was the change limited to applicants. Admitted students fell in the top range 54% of the time in the fall 2017 cycle, but 70% of the time in the 2018 cycle." In a reflection, I have chosen this quote as it is useful to exemplify how student success can be used as a predictor, in this case for college acceptance, through the scores of both the SAT and ACT. Not only does it echo the factors where one student would be deemed more successful than another but encompasses the competition of college acceptance today and the importance lining with these tests. I feel confident regarding the affirmative side of the paper after this strong start. I have noticed a trend within newspapers and journals, whereas achievements based upon previous, and sometimes rare, by students is broadcasted more than that of failures. Therefore, I am predicting that the affirmative perspective will be easier to find evidence upon.

Emma Rieser 8:18 a.m.

October 17th, 2019 7:30 a.m.

I focused my time upon collecting research upon the affirmative perspective. I looked towards the affirmative social side, however transitioned from higher college acceptance to the usefulness of standardized testing. Once again, I used the Glossary of Educational Reforms to generate an initial definition for that of standardized tests. It states, "A standardized test requires all test takers to answer the same questions...and...is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students...the term is primarily associated with large-scale tests administered to large populations of students." This definition echoes the terms for both the standardized testing proctored in middle and high school environments. I feel by defining what this term means initially, it will strengthen the argument presented as evidence regarding such is left without interpretation. Following this, I investigated public education government reports regarding

standardized testing in 8th graders. I found a chart that divided the race of students with their proficiency, or lack thereof, reading comprehension. I will be utilizing this raw data within my research project as I feel it demonstrates the argument of both the concession and affirmative perspectives. This report becomes a valid source that represents the learning levels of specific students based upon the scores of standardized tests. It also shows how African American and Hispanic students often are below their grade level's reading level. I feel confident regarding using this source in my paper as the argument is accurately displayed through its contents.

Emma Rieser 8:18 a.m.

October 18th, 2019 7:30 a.m.

Today I focused upon bolstering the evidence that I have collected already by finding factual information that can be useful for a point of analysis. I began with the Concession Social perspective, which encompasses the reason that standardized tests are not useful for the student. A report from the Center of Education Policy, Applied Research and Evaluation assessed that Maine's current state assessments for students cannot accurately predict student success. In the event that they are able to, results are not provided before the end of the school year, or even before the beginning of the next school year. From this, the potential for the results to be used by teachers to alter instruction methods or to assess student's performance and advocate for course replacement. In addition to bolstering the argument against frequent standardized tests, the publication highlights four experts within the field. Janet C. Fairman Ph.D., Ian M. Mette Ph.D., Amy Johnson Ph.D., and Garry Wickerd Ph.D. are all upon the board of Maine's Education Policy Research Institute. The research that has been collected by them exemplifies this portion of the argument strictly upon the northeast coast of the United States. After finding these experts, I felt inspired by an idea. The research that I conduct further will encompass the West coast of the states as comparisons between the usefulness of standardized tests can both regions can be addressed within the research essay. I will continue this activity on Monday. In the time being, I am eager to find additional experts as making a connection between both will strength the argument presented by the Concession Social perspective.

Emma Rieser 8:18 a.m.

October 21st, 2019 7:30 a.m.

In my search for a standardized testing expert tied to the United States' West Coast, I found an abundance of books rather than research journals. This excited me as each were written by a professional, either upon the board of education in California or involved elsewhere with a PhD. I feel using one's credit in my research essay will strength to the presented argument. Primarily, I skimmed through the table of contents of the book *Kill the Messenger* which and has been dubbed the "most thorough and authoritative work in

defense of educational testing ever written,” by the extensive database Taylor & Francis Group. The author, Richard Phelps is recognized through his PhD research from UPenn and his membership upon the boards of National Evaluation System, the OECD, and the ACT. This personal experience with standardized testing curriculums bolsters his perspective upon the Concession Social perspective. However, after reading the first chapter it appears as if he claims to support anti-testing cannon but attaches himself upon the benefits that high-stake testing is able to provide. Primarily, he presents an argument against testing anxiety, claiming that a way to decrease it is to test far more frequently or work directly with guidance. He then brings attention to the misconceptions that biased media has drawn to these assessments using a case study revolving around Maryland’s School Performance Assessment Programs (MSPAP). Rather than utilizing the normal multiple-choice structure, Maryland’s assessment is entirely performance-based, including group work and physical demonstrations. Phelps is quick to argue that this provides external motivation and organizational clarity. Therefore, this evidence and expert will be paired with the Affirmative perspective for the use of standardized testing in schools. However, it does not provide the same perspective as the research described in the October 17th, 2019 log as Phelps offers suitable alternatives that can be proposed in the paper to grow the argument further. This will be useful for making a judgement upon the two opposing sides. After this, I feel confident regarding my choice of experts for the argument of the paper. Tomorrow, I plan to find a professional in the field of education with credit equal to that of Phelps.

Emma Rieser

8:18 a.m.

October 23rd, 2019

7:30 a.m.

When researching books related to *Kill the Messenger*, I found the publication *More Than Just Test Scores* by Henry Levin, a Columbia University professor who is dubbed the “court economist” of public education. He disregards research regarding the beneficial aspects of standardized testing to students, while focusing on the civic behavior schools omit to encourage. This includes interpersonal skills, righteous judgement, and communication abilities backed by listening control. The book’s argument revolves around the use of noncognitive goals rather than a single testing score in the international race to the top. Multiple international testing reports are offered to support the claim made. Though I have cited the Program of International Student Achievement (PISA), I feel including the International Assessment of Literacy Survey (IALS), the Trends in International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Study (PIRLS) within my research essay my bolster the quotable claims presented by Levin with truthful statistics. Along with echoing the foundation for what a Global Perspectives paper is, it will lead to less misinterpretation the grader may have when reviewing my work. Next, I plan to delve into the opportunities presented by student-level success. If I find research

that encompasses the paper's argument in totality, I will consider extending this reasoning within the Social methodology to the Concession perspective as well.

Emma Rieser

8:18 a.m.

October 24th, 2019

7: 30 a.m.

I have chosen to review my affirmative perspective of standardized testing one again after finding superior experts on this field of education compared to that of the ones I discovered beforehand.

Primarily, this is the research I have currently.

1. Standardized testing being helpful for academic course placement

- a. A standardized test requires all test takers to answer the same questions...and...is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students...the term is primarily associated with large-scale tests administered to large populations of students.

- i. Partnership, G. S. (2015, November 12). Standardized Test Definition. Retrieved October 17, 2019, from <https://www.edglossary.org/standardized-test/>.

- b. "[82.3%] of all responding Maine districts (82.3%) believe commercially developed tests are at least somewhat useful to inform district-level decisions about instruction.

Additionally, participating school districts responded that the usefulness of commercially-developed tests to inform instructional decisions is [86%] higher at the school level and [84.2%] at the classroom level...68%...emphasized the idea that commercial tests tend to analyze test results in a variety of useful ways which provides information about different aspects of student performance. This includes the ability to analyze trends in achievement or growth over time, a focus and emphasis on student growth, and the ability to use results to provide differentiated instructional opportunities for students."

- i. Fairman, J. C., Mette, I. M., Johnson, A., Wickerd, G., & LaBrie, S. (2018). A Review of Standardized Testing Practices and Perceptions in Maine. *State of Education*. Retrieved from https://digitalcommons.usm.maine.edu/cgi/viewcontent.cgi?article=1013&context=cpare_state

It can be shown through the research that my affirmative perspective lacks an expert previously cited, leaving Richard Phelps as my only professional source. From this, I referenced publication similar to that of Phelps's book *Kill the Messenger* and discovered the publication, "The Value of Standardized Testing:

A Perspective from Cognitive Psychology.” This journal is co-authored by Aaron S. Benjamin, a PhD graduate credited with membership upon the Board of Scientific Affairs at the American Psychological Association. It presents an argument revolving around the cognitive benefits of standardized testing. Classroom studies were incorporated which experiment upon retention and recall rates and report improvements shown with the frequent testing on content required for benchmark high-stake tests. I feel as if with two experts both addressing different, yet positive, viewpoints on the benefits this form of test provides to students, teachers, and academic communities as a whole, my argument will be strengthened. Tomorrow I will begin the same strategy for my concession perspective upon this topic.

Emma Rieser

8:18 a.m.

October 25th, 2019

7:30 a.m.

Today I am continuing the same strategy that I employed for my affirmative perspective upon standardized testing for the opposing viewpoint. Here is the research which I have presented in my personal OneNote so far.

1. Standardized testing becoming not useful in modern academic placement
 - a. "The General Accountability Office...reported in 2009...state's reliance on multiple choice testing increased sharply in the NCLB era to achieve inexpensive scoring within tight time frames...a 2012 study by the RAND Corporation found that fewer than 2 percent of mathematics items and only 20 percent of English language arts items on current state tests measure higher-order skills."
 - b. "A National Science Foundation study...of standardized mathematics tests, 95 percent of the items tested low-level thinking, 97 percent tested low-level conceptual knowledge, and 87 percent tested low-level procedural knowledge. On science tests, 73 percent of the items tested low-level thinking and 77 percent tested low-level conceptual knowledge."
 - c. "Spending on education averaging just over \$10,000 per pupil, \$25 in combined testing costs for math and reading, the average for most states represents less than one-quarter of 1 percent of the K-12 education- less than the cost of half a tank of gas for the family car."
 - i. Darling-Hammond, L. (2014). *Next Generation Assessment: moving beyond the bubble test to support 21st century learning*. San Francisco, CA: Jossey-Bass.
 - d. "Districts and teachers indicated...why...state tests to be less useful at the school and classroom levels...lack of timely reporting of results, lack of multiple data points to measure growth over time, and lack of fine-grained results to allow for diagnostic information...practitioners indicated a desire for stability in the testing system."

- i. Fairman, J. C., Mette, I. M., Johnson, A., Wickerd, G., & LaBrie, S. (2018). A Review of Standardized Testing Practices and Perceptions in Maine. *State of Education*. Retrieved from https://digitalcommons.usm.maine.edu/cgi/viewcontent.cgi?article=1013&context=cepare_state.

Compared to my affirmative perspective, whereas I was initially limited by one expert in the field of standardized testing and curriculum, my concession perspective encompasses two experts with equal credit to their reputation. Primarily, Linda Darling-Hammond is Charles E. Ducommun Professor of Education Emeritus at Stanford University and founding president of the Learning Policy Institute, along with the National Academy of Education. Her background in education and curriculum allows her to present fin-pointed opinions upon the statistics present regarding low-level academics present upon current benchmark assessments. In contrast, Henry Levin branched the argument that standardized testing is not useful in modern academic placement through his research upon civic behaviors disregarded by frequent systematic testing on core subjects. To reiterate, this includes interpersonal skills, righteous judgement, and communication abilities backed by listening control. I most confident within the progress that I have made in the past two days. In the upcoming week, I would like to continue this with each of my perspectives that I have previously established.

Emma Rieser

8:18 a.m.

October 28th, 2019

7:30 a.m.

Today I reviewed the methodologies that I had previously prepared with my peers. I explained my question and defined the concept of student-level data. From this, I was given ideas that revolves around the student's environment, whereas it can be divided into primary, personal, and social influencers rather than adhering to the ones I have established already. Another option for this concept was to take colligate and grade school into consideration and divide academic success influencers from there. Finally, it was suggested that college dropouts can be assessed within the research essay as well when giving a comparison between their high school years and current educational status. In addition to giving me insight upon the different viewpoints that my question can encompass, I am considering altering my perspectives greatly to fit to the question and the most common perspectives others held. Therefore, misconceptions regarding the topic may be eliminated from the beginning. Primarily, these are the methodologies that I have currently formulated to suit the needs my question necessitates.

1. Social Concession
2. Biological Concession
3. Financial Concession

4. Social Affirmative
5. Biological Affirmative
6. Financial Affirmative

When strictly looking at these and relating it towards my question, is student-level data a good predictor of academic success in the United States, I feel as if “financial” does not match the target as well as the others do. However, I have put an extensive amount of time into gathering research for this perspective already. This is what I have as of today.

1. Labelling students in academics have raised in price
 - a. “Children are gifted when their ability is significantly above the norm for their age. Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.”
 - i. What is Giftedness? (n.d.). Retrieved from <http://www.nagc.org/resources-publications/resources/what-giftedness>
 - b. “An IQ test of 85-114 is average. A test between 115 and 129 is referred to as mild giftedness, 130-144 moderate giftedness, and 145 to 159 high giftedness.”
 - c. “Testing can cost anywhere from \$200 to \$700. The average rate is between \$500 and \$600 and generally includes both IQ and achievement tests.”
 - i. Bainbridge, C. (2019, July 21). Things You Should Consider Before Testing Your Child for Giftedness. Retrieved from <https://www.verywellfamily.com/testing-your-gifted-child-the-least-you-should-know-1449359>
 - d. “Data from the U.S. Department of Education show that black and Hispanic students make up 40 percent of public school students...only 26 percent of students enrolled in gifted programs.”
 - i. 2011-12 State and National Estimations. (n.d.). Retrieved from https://ocrdata.ed.gov/StateNationalEstimations/Estimations_2011_12
 - e. “The average tuition has grown 42 percent...in the past 10 years, moving from just over \$16,000 to just over \$23,000...over the past 10 years, 50 percent of schools increased tuition 30 percent or more...almost all schools doubled their tuitions...over the past 25 years.”

- i. Daughtrey, W., Hester, W., & Weatherill, K. (2016). Tuition Trends in Independent Day Schools. *NAIS Research*. Retrieved from https://www.nais.org/articles/documents/member/tuitiontrends_final.pdf.
 - f. “Median tuition and fees at Manhattan private schools...\$44,050 last school year, up 23% from \$35,867 five years earlier, according to the National Association of Independent Schools.”
 - g. “At Brearley, where tuition and fees are \$47,650...16 of the 49 students in the Class of ’17 headed to Ivy League colleges.”
 - i. Brody, L. (2017, September 18). Some NYC K-12 Schools Cross \$50,000-a-Year Mark. Retrieved from <https://www.wsj.com/articles/nyc-private-school-pricetag-tops-50k-1505728800>
- 2. The cost of college tuition rising
 - a. “For the 2016–17 academic year, annual...prices for undergraduate tuition, fees, room, and board were estimated to be \$17,237 at public institutions, \$44,551 at private nonprofit institutions, and \$25,431 at private for-profit institutions. Between 2006–07 and 2016–17, prices for undergraduate tuition, fees, room, and board at public institutions rose 31 percent, and prices at private nonprofit institutions rose 24 percent.”
 - i. National Center for Education Statistics: Tuition costs of colleges and universities. (n.d.). Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=76>
 - b. “The average for all four-year institutions comes out to \$26,120 per year. The brings the total cost of attendance to...\$104,480 over four years...for the same four-year degree in 1989 was...\$56,892 adjusted for inflation...between the academic years ending in 1989 and 2016, the cost for a four-year degree doubled.”
 - c. “National Center for Education Statistics...the average cost per year for the 2015-2016 academic year was just over \$19,000 for a public four-year university...nearly \$40,000 for a private university.”
 - d. “According to...the Federal Reserve Bank in St. Louis...average annual growth in wages was only 0.3% between January 1989 and January 2016...the cost to attend a university increased nearly eight times faster than wages did.”

- i. Maldonado, C. (2018, July 25). Price of College Increasing Almost 8 Times Faster Than Wages. Retrieved from <https://www.forbes.com/sites/camilomaldonado/2018/07/24/price-of-college-increasing-almost-8-times-faster-than-wages/#196939cc66c1>
- 3. Bright Futures raising the standards of qualification
 - a. "The FAS and FMS have GPA, test score, and service hour requirements, but they are different for each... for FAS: GPA (weighted): 3.5, ACT/SAT Scores: 29 or 1290, and Service Hours: 100."
 - i. (2019, August 12). Florida Bright Futures Scholarship: What You Need to Apply. Retrieved from <https://blog.collegevine.com/florida-bright-futures-scholarship-what-you-need-to-apply/>
 - b. "Gov. Ron DeSantis signed a bill...that will increase the required combined math and reading score on the SAT college entrance exam for the top award to 1330, up from 1290."
 - c. "About 350 Orange County students, or 30 percent, of...12th-graders currently eligible for the highest award...wouldn't get it under the new requirements. Of those who currently qualify...38 percent of black students, 31 percent of Hispanic students and 32 percent of white students would lose eligibility. In Lake County...53 students, or...39 percent, of this year's graduates who are eligible...wouldn't have received it under the new rule."
 - i. Martin, A. (2019, June 19). Bright Futures scholarships will be harder to get in 2021. Retrieved from <https://www.orlandosentinel.com/news/education/os-ne-bright-futures-requirements-20190619-d5n2e2q6bjhq3bb45hsqpg2huu-story.html>.
 - d. "25 percent of American teens taking the ACT test in 2012 scores well enough to be considered college ready in English, reading, mathematics, and science. For African American and Hispanic teens, the numbers were 5 percent and 11 percent respectively."
 - i. Riley, N. S. (2014). *Opportunity and hope: transforming children's lives through scholarships*. Lanham, MD: Rowman & Littlefield.

In retrospect, I see that the research that I have done regarding this methodology is valuable but does not encompass the aim of the research question fully. I feel as if altering this in general utilizing the

inspiration provided by the help of my peers would be beneficial to my paper's argument. When looking at the options, dividing the areas of study by the student's environment would transition my argument based on this evidence back towards the students themselves rather than external factors of educational success or misfortune. Though I am nervous regarding this change and the work that follows, I am eager to begin this as my primary goal is to bolster the small evidentiary details of the paper right now.

Emma Rieser

8:18 a.m.

October 29th, 2019

7:30 a.m.

Primarily, I began with perspectives that may be perceived rudimentary to my Cambridge grader, along with unsuitable for the question I have proposed. After assessing the great ideas provided by my fellow peers, I have decided to revise the methodologies that I have already established. To change them, I focused more upon a specific outlook that encompasses all of the educational community; the student, the teacher, K-12 education, and Colligate education. I took the advice from my instructor to add four methodologies rather than three. Therefore, in the event where there is a lack of evidence supporting the provided reasoning, my argument will not be weakened. From this point onwards, I have begun to transfer reasonings from the original methodologies, Social, Financial, and Biological, to the new ones, along with developing others that are suitable. My brainstorming is listed below.

Affirmative

1. Student
 - a. Relationship of parental IQ to child IQ (eugenics)
 - b. Gifted
2. Teacher
 - a. Positive learning environments created by the teacher
3. Primary school
 - a. Opportunities granted by labels
 - b. Standardized testing
4. Colligate
 - a. College acceptance is higher
 - b. Predictions of admissions tests succeeding (ACT, SAT, and AP tests)

Concession

1. Student
 - a. Declining mental health
 - b. Learning disorders

- c. Testing anxiety and Alexithymia
 - d. Poverty-ridden students who are unable to receive proper education
2. Teacher
 - a. Teachers adhering to preconceived standards and expectations for minority students
3. K-12 education
 - a. Rising prices of student labelling
 - b. Standardized testing
4. Colligate education
 - a. Other factors that contribute to success (age, gender, and other demographic characteristics)
 - b. College dropouts who have gain success

After working hard to complete this, I feel even stronger regarding my argument presented. In the past couple of days, I have shown distress towards the methodologies I had previously developed. This encompassed each of the three not supporting the argument that I intended to display through the proposal of the question. Therefore, I am confident in the changes that I have made. Though this yields a greater amount of work that is necessitated in the following weeks, the thought of creating a stronger argument that advocated for the prevalent issue present in the question motivates me to continue.

Emma Rieser

8:18 a.m.

October 30th, 2019

7:30 a.m.

With the revision of my methodologies, I was able to focus on researching experts to bolster my argument. Primarily, I felt starting from the first reasoning located within the viewpoint of the Student would keep me organized throughout this process as it is so vital to the development of the paper. When assessing the topic, I used resources granted through a database with articles that are accessible to the public. I found the study titled, “Genome-wide association meta-analysis of 78,308 individuals identifies new loci and genes influencing human intelligence,” which is conducted by the international researcher, Dr. Danielle Posthuma, who is a statistical geneticist at the Vrije University in Amsterdam. With a sample size of over 78,308 participants who had been enrolled in behavioral genetics prior, the study revealed 52 genes that correlated with IQ scores. 40 of which had not been connected to intelligence by researchers beforehand. In addition to exemplifying the argument that student-level data, which is connected to that of intelligence, being associated with the student’s own biology, the study will be useful to reference due to the large amount of data collected to suggest this big of findings. More so, the next expert that is discovered for this specific reasoning under the Student methodology co-authored this study. Her name is

Professor Catharine Gale. After doing further research upon her credentials, I discovered that she authors another titled, “Association of Maternal and Paternal IQ With Offspring Conduct, Emotional, and Attention Problem Scores Transgenerational Evidence From the 1958 British Birth Cohort Study.” While using a large Europe-centric sample of mother and children ages seven and older, the results displayed that, “children whose mothers had higher IQ scores at 11 years of age tended to have lower scores for conduct problems, emotional problems, and attention problems.” This supports a differing side of the argument presented by exemplifying the development of cognitive aspects of students with common limitations to student-level data. Though I added this to the affirmative perspective, in retrospect, I feel that it is more suited to the concession. This will allow me to explain the student side of inherited intelligence.

Emma Rieser

8:18 a.m.

October 31st, 2019

7:30 a.m.

I continued my search for experts that align with the proposed question. In contrast to yesterday when I focused upon the affirmative methodology, today I looked at the concession. More specifically, I focused on the Colligate Education methodology given that this was one of the newer ones added. I began my research looking towards additional factors that contribute to success and the recent publications in this area. Initially, I found journals demonstrating how social media contributes to academic success, or in some cases, prevent it. Though when reflecting upon this, I felt it did not echo the argument that is represented. Following this, I found a study conducted by Cody B. Hodson. He focused upon the presence of an academic library on a university and its connection to the number of dropouts. The data show that, “26 percent of library users dropped out. These findings demonstrated that library users had a higher rate of retention (73.7%) than the overall institutional rate of 63 percent.” The association between the advertisement of the library itself compared to that of not was made. This included library-hosted events “included (in decreasing order of frequency) campus engagement/student programming, instruction, student support services, study space/facilities, open houses/orientations/tours, liaison programs, student employment, and library services.” I feel this is an asset for the argument as it displays examples for other sources students will achieve success through. Following this, I have become confident with the fast-paced progress I am making as the challenging part of the research essay lies within the analysis and evaluation.

Emma Rieser

8:18 a.m.

November 1st, 2019

7:30 a.m.

I am eager to use the strategy I have been using for the past five days upon my reasoning that there are greater opportunities granted from academic success and assess where I can apply this to the concession perspective as well. Primarily, I did research upon scholarships and distinguished those that are merit-based. This included Florida's Bright Futures Program which is funded by the state of Florida's lottery system. It is centered around high-school achievement and is divided into three categories: Florida's Academic Scholars, Florida's Medallion Scholars, and Academic Top Scholars. In the highest grouping, students will receive 100% of their tuition paid for. Though full tuition is not an aspect of the Florida Medallion Scholars, 75% is paid for by the state of Florida. Finally, the Academic Top Scholars awards \$44 per credit hour. However, these rewards are only granted with exceptional merit. This is one example that I have found regarding opportunities presented through distinction. However, this also applies to the concession perspective of the question. Expert, Annie Martin, a graduate of Northwestern University's Medill School of Journalism with educational writing experience from the Orlando Sentinel, Daytona Beach News-Journal, and the Battle Creek Enquirer in Michigan, reports, "About 350 Orange County students, or 30 percent, of...12th-graders currently eligible for the highest award...wouldn't get it under the new requirements. Of those who currently qualify...38 percent of black students, 31 percent of Hispanic students and 32 percent of white students would lose eligibility. In Lake County...53 students, or...39 percent, of this year's graduates who are eligible...wouldn't have received it under the new rule." I feel strongly with this evidence presented within the research essay, as well as the other reasoning that follows the same trend. This is echoed through the standardized testing and college acceptances viewpoints and their data. The opposing sides to one issue bolster the argument at hand as one does not appear more supported than the other. Therefore, a balanced argument is presented. Something of which is highlighted in positive light by Cambridge graders. In the following days, I will attempt to advocate this to the other research reasonings.

Martin, A. (2019, June 19). Bright Futures scholarships will be harder to get in 2021. Retrieved from <https://www.orlandosentinel.com/news/education/os-ne-bright-futures-requirements-20190619-d5n2e2q6bjhq3bb45hsqpg2hhuu-story.html>

Emma Rieser 8:18 a.m.

November 4th, 2019 7:30 a.m.

Today I practiced source analysis. After my instructor gave me a quick review on the concept and guided me to examples that I can follow on her website, I grasped a higher understanding of this concept from what was expected in AS Level Global Perspectives. Primarily, four positives are incorporated into the source analysis, which is paired with only one negative. This trick allows the expert's credit to be showcased over the disadvantage associated with either their work or beliefs. In addition to this, the

aspect described prior is written as a sentence of analysis, incorporating the words that indicate the examination of the source. Together, the two small aspects strengthen the argument presented. As I begin to develop my own piece, I have chosen the expert Richard Phelps as I am most familiar with the publications and research he supports on standardized testing. From this, I begin to explore various sources that review his contribution into the field of education. First, I looked at the James G. Martin Center for Academic Renewal. This neatly organized a profile of Phelps' articles, while also giving a brief biography. As this author summary only contributed the positives he holds to his name, I used the source LinkedIn to discover that though he remains an editor on the organization he founded, the Nonpartisan Education Group, he is no longer releasing the insightful work similar to that of which he has in the past. I feel I am able to capture the positive influence Phelps has had over the debate on standardized testing and his message which has been received by millions. After this activity, I was able to reflect that my skills centered around source analysis do need to improve. However, I am confident that I am able to reach a level of mastery that I am satisfied with after utilizing the resources that are provided to me. I have indicated on my pacing calendar on OneNote that my time will be dedicated to this on Wednesday and Thursday.

Emma Rieser 8:18 a.m.

November 5th, 2019 7:30 a.m.

Today my instructor collected my logs and provided feedback that was helpful regarding where they can improve. Though she checked the content of each, she critiqued my focus. She sought it best for me to delve away from stating the simplistic thesis and concession, but rather focus on the argument itself. I took this to heart as I have been feeling restricted regarding the development of my essay considering that I am so focused on the number of reasonings attached to each methodology. This has shown through my progress in the class considering I reformulated my methodologies to better suit my question only recently. In a final reflection, I am grateful that my instructor brought my attention to the error in my work. I am aware of what areas I must improve in when conducting research now and feel confident in my ability to convey the argument I would like better.

Emma Rieser 8:18 a.m.

November 6th, 2019 7:30 a.m.

Today I practiced source analysis by peer reviewing samples that my peers wrote. Primarily, I looked for the presence of analysis incorporated with the validation of the author. This would be clear through the use of words of analysis while transitioning from each credit. During this activity, I felt that reading how others formulated analysis aided in my understanding. Also, I gained ideas on how to better the sentences

I have written previously. Next, I observed evaluation incorporated in this exercise as well. This could be shown through a final sentence of value which demonstrates how the positive credentials of the author embedded in the analysis can aid in their viewpoint of the topic. In the sample that I wrote on November 4th, I included subtle evaluation. This activity presented me with the opportunity to observe proper examples where the evaluation is clear. From this, I am aware of sentence starters that would work in any circumstance, along with what how this concept can be applied to my argument. I feel confident regarding the information I learned. My nerves have settled regarding the evaluation that I must write in the near future.

Emma Rieser

8:18 a.m.

November 7th, 2019

7:30 a.m.

Today I investigated the concession viewpoint of my research essay using recent knowledge that I have gained. In my hometown of Sarasota, the Board of Education has implemented the requirement to rezone districts of many elementary schools to the lower-income neighbourhoods. This allows for a greater outreach for students to gain proper education, setting them onto the right path. More so, monthly conferences regarding mental health were also among this discussion, along with wellness programs that extend to students and their immediate family. These methods have been shown effective in Manatee County after partnering with the University of Central Florida in a 25-year contract. I feel using the evidence derived from local sources regarding the state-mandated educational implementations that benefit the student beyond the school campus will bolster the argument of the concession perspective. This is possible as it shows that recognition has been brought to the consequential factors of consistently collecting student-level data. Through each example that I have read, I have discovered the trend: protecting and preventing in schools. Therefore, I sought it best to incorporate this into the K-12 methodology. As the day continues, I will research more regarding the upbringing of these practices and their effectiveness to incorporate them into the research paper. I am rather confident on this specific reasoning considering the personal connection that I hold to it. Though I do hold a bias viewpoint, I feel it will benefit the evaluation I am capable of writing as I can present more in-depth judgement regarding its influence on the student body.

Emma Rieser

8:18 a.m.

November 8th, 2019

7:30 a.m.

Today my instructor provided my peers and me tips regarding reflecting upon experts in our research logs. She used the example where we validate them in this setting rather than waiting for a time in the future. I concurred on this advice considering while I am researching the expert, I am simultaneously

informing myself with the positive attributions that bolster their credit. This will benefit my time management for the course, which will promote my progress in developing the research essay. Therefore, as I continue to conduct research for each methodology, I will implement this exercise into the process. With this stated, I investigated two states that has advocated for mental health programs through a far different approach. Derrick Bryson Taylor is a graduate of Columbia University who has experience as a standout reporter for the New York Post and Essence Magazine. In the past year, he has merged as a reporter for the New York Times. He recently reported on the law passed July 1st in Oregon and Utah, which allows for students to have five mental health days each quarter. The argument of recognition of risks is supported further by former students in the region, who emphasize how changing this will be to those who are silently suffering. I will be citing this evidence under the K-12 methodology also as it encompasses the same academic issues discussed about Sarasota and Manatee County. I feel that it will bolster the argument as it allows for a comparison of effective policies in the South and Western regions of the United States. In the following day, I will begin to research upon international programs that have been instigated within the school system, which will echo a broad consensus of the argument I am projecting.

Emma Rieser

8:18 a.m.

November 11th, 2019

7:30 a.m.

Today I looked towards the New York Times, a source with more than 40 million monthly readers that has been awarded 127 Pulitzer Prizes, to investigate studies regarding international programs implemented to recognize and reduce stress in the educational system. As my question strictly delves into the United States' student, teacher, and educational community perspective, it is imperative that I find international publications on an American source. Primarily, I found the article titled, "Schools in England Introduce a New Subject: Mindfulness," which delves into the implementation of these programs taught in schools worldwide after the National Health Service founded a study on the prevalence of psychological disorders. It was shown through a survey that one out of eight students in England, ages 5 to 19, have been diagnosed with at least one mental illness since 2017. The commissioned study highlighted the increase, "In mental disorders in five to 15-year-olds, which rose to 11.2 percent in 2017 from 9.7 percent in 1999. Disorders like anxiety and depression were the most common, affecting one in 12 children and early adolescents in 2017, and appeared more often in girls." Mindfulness exercises include relaxation techniques and controlled breathing to regulate emotional distress. With this article, I found many international experts supporting the presence of educational programs similar to this. Though my question strictly regards the United States, it would be beneficial to the argument if I were to discover articles that reference their name in a supporting context written by American authors. In addition to

exemplifying a broad range of evidence towards the topic at hand, it also represents ideas for implementation into our nation. From this, I am feeling strong about the presentation of international concepts with American relations. Tomorrow, I will delve into this further by researching journals about similar topics written by United States authors.

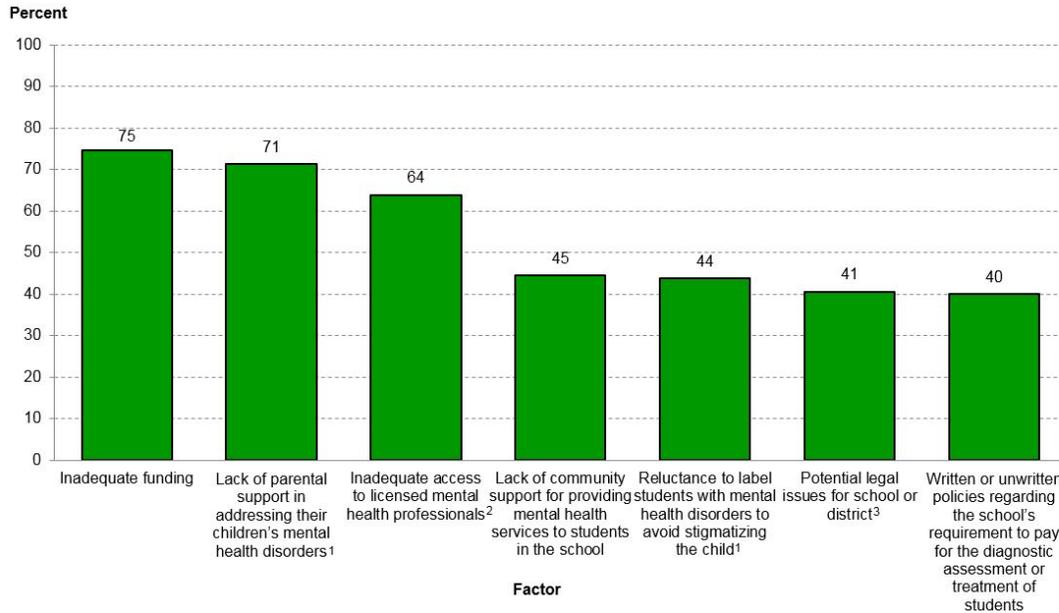
Emma Rieser

8:18 a.m.

November 12th, 2019

7:30 a.m.

I dedicated my time to the Theory/Argument section in my personal OneNote. I was feeling a roadblock when researching the international school system's recognition of academic stress and its contribution to mental illness. Therefore, my intention with this activity was to find raw data or visual aids that will emphasize or develop the argument further. I found that in a recent assessment of mental health in high school students, the National Center for Education Statistics released a study regarding public schools reporting that their efforts to provide mental health students. 75 percent responded that inadequate funding contributed majorly to their limitation to provide school-specific help, while 71 percent demonstrated that the lack of parental support addressing the presence of mental illness was the result. In addition to highlighting that mental illness is a problem in our school systems, this study represents the lack of procedure to respond to this prevalent issue. The value of this source can be aimed towards the influence of the need for the academic community to implement classes or programs that recognize mental illness, while also providing support. Editor, N. C. E. S. B. (2018, May 30). NCES Blog. Retrieved November 13, 2019, from <https://nces.ed.gov/blogs/nces/post/explore-data-on-mental-health-services-in-k-12-public-schools-for-mental-health-awareness-month>.



I feel this exercise aided in my understanding and the development of the argument itself as it connected me to various sources of the issue at hand: the lack of implementation and resources that exemplify success and alterations. With this said, I discovered the article, “Promoting Mental Well-Being Through Social-Emotional Learning in Schools: Examples from British Columbia.” This study was led by American author, Shelley Hymel, who is associated with the University of British Columbia. Through which, she investigates the 2012 recognition of the Mental Health Commission of Canada on emotional and social learning which has become a priority to the school system. The success brought from this is evaluated to the multi-faceted approach undertaken by the educational community to promote positive mental health. I will be using this researcher as an expert to lay support for the argument upon K-12 recognition of students far from the realm of student-level data. I feel confident that these findings benefitted the presentation of paper in my personal OneNote, while also demonstrating international success in influencing the United States’ academic policy. In the following days of research, if I do come upon an issue similar, I will not hesitate to continue with this method.

Hymel, S., Low, A., Starosta, L., Gill, R., & Schonert-Reichl, K. (2017). Promoting Mental Well-Being Through Social-Emotional Learning in Schools: Examples from British Columbia. *Canadian Journal of Community Mental Health*, 36(4), 97–107. doi: 10.7870/cjcmh-2017-029

Emma Rieser 8:18 a.m.

November 13th, 2019 7:30 a.m.

Today I practiced source analysis with my peers. We chose a general topic to write a sample piece upon, which was the question “Is AI building communities?” In this case scenario, AI refers to hearing aids,

cellphones, to social media. The source was the current Pope, Pope Francis. After doing research regarding his background and current dedications, I wrote my source analysis. "As the son of an Italian railway worker, Pope Francis has breadth into the lives of his own commonwealth, making his platform of alleviating poverty and dedicating actions to social justice true. Despite his global reputation in willingly advocating for his opinion, this does not tarnish his pragmatic status as archbishop given his claims of social problems encompass government's limitation for community growth through the prevention of inequality. In the final judgement, his dedication to aiding social development reigns far from his reputation as cardinal." From this, I traded with my shoulder partner and we evaluated the analysis, evaluation, and judgement of each. After reading hers, it was exemplified that we both needed to add to the final "aha moment" as my instructor puts it. Therefore, I rewarded myself a two on a scale of five. I felt this exercise was useful as it allowed me to comprehend the areas where I have strengths, while recognize the parts of source analysis as a whole where I can improve upon. Following this, my peers and I assessed examples from student's prior who demonstrated sound word choice, along with encompassing skills. I took example evaluative phrases from this to utilize in the development of my own in the near future. These include, "Such testimony is important..." and "Ehen assessing the value of..." I feel more confident with the results of this exercise knowing that I have the necessary means to improve my capabilities with supplementary practice and guidance from my peers.

Emma Rieser

8:18 a.m.

November 14th, 2019

7:30 a.m.

I utilized my time to practice source analysis once again. After yesterday, it became clear the areas where I need to better my skills. My instructor provided me a question and source to begin with. This was, "Is Donald J. Trump a charismatic leader?" and I would be investigating the New York Times. My main goal with this was to relate the analysis and evaluation incorporated back to the question as this is what I was challenged upon the last time I practiced this skill. After thorough research, I produced, "As the winner of 127 Pulitzer Prizes, more than that of rival newspaper and media corporations, since its foundation in 1851, the New York Time's near five million subscribers advocate for the published pragmatic storylines credit. Despite the popular vocalized liberal perspective, the New York Times' input is important given their platform of fulfilling truth through independent journalism and fostering and culture built strictly on informing others. When assessing the value of the company as a whole, the absence of personal gain and devotion to the values of the prestige field of journalism, reporting on political representation reigns far from the minimalistic faults (Company, November 14, 2019)." I felt confident that this demonstrated the correct showcase of research connected to the concepts of AICE writing. However, I am aware that there

are areas where I can improve. For instance, I can make a clearer judgement as it concludes. The next time that I review this exercise I will put emphasis on this.

Company. (n.d.). Retrieved November 14, 2019, from <https://www.nytco.com/company/>.

Emma Rieser 8:18 a.m.

November 15th, 2019 7:30 a.m.

Today I spent some time organizing the collection of evidence that I have discovered so far. In addition to making my presentation more organized, it allowed me to assess which areas I need to direct my attention to. This could be either finding new experts that have more recent research or formulating new reasoning for certain methodologies. Following this, my instructor gave me advice on the structure of the paper. She sought it best to formulate a list of the strongest experts I have found for each reason. Then I find other experts in the field that concur with the initial professional's viewpoint. Therefore, these will refer towards the key figure to bolster the argument with support rather than multiple perspectives. I felt this was highly beneficial as I had already begun to do this in my OneNote and now was motivated to continue this presentation of data. Afterwards, it became clear that I need to find a sounder expert for the reasoning of "Positive learning environments created by the teacher." More so, I found that few of my reasonings were more supported than that of others. To standardize this, I plan to find strictly four experts for each. This strengthens the argument as they will be balanced. I am confident with the progress I have made regarding my evidence collection. Without this activity, my knowledge to what is currently needed to be completed would not be greatly limited. I will repeat this at the end of my researching to ensure that the presentation of data is suited to the argument at hand.

Emma Rieser 8:18 a.m.

November 18th, 2019 7:30 a.m.

Today I worked within the Theory and Arguments page in my personal OneNote. As my instructor advised me earlier in the year that this page is useful for insightful graphs and case studies. Therefore, I will investigate the case studies of Paul Allen and Mark Zuckerberg who are incorporated within the reasoning of colligate dropouts who have gained success. In addition to this, I found a source highlighting the statistics behind the probability of success following the colligate dropout. This study also applies this to the current influential persons of our time to delve into a comparison. I feel this will be useful when analyzing the argument that applies to the case studies. Throughout the day, I will continue to investigate Zuckerberg and Allen. A negative that arises when looking towards Allen is that he passed away last year, therefore, new advancements in his name will not be released. Another concern I have now regards if these two powerful men in the same industry are too closely related considering the shared development

of technology. When I finish writing the case studies regarding their background and achievements, I will either keep both separate or combine the information under the new reasoning of “Technology” and delve into a supplementary aim. This procedure is sure to advance the argument presented under the Collegiate perspective as it is quick direct the focus to success gained without student-level data earned in high level institutions. I am confident with the progress that I have made.

Emma Rieser 8:18 a.m.

November 19th, 2019 7:30 a.m.

Today I applied the sources that I found regarding the comparison of the powerful business leaders in technology and government to colligate and elite education to the case studies which I formulated yesterday. The most significant statistical information was included through the research journal, “*What goes into high educational and occupational achievement? Education, brains, hard work, networks, and other factors.*” This study delves into the most wealthy and influential people in our modern society and their failed education path. It also examines attendance to elite schools, which is limited to Ivy leagues and various recognized national universities and liberal arts colleges. Discovering the dropout rate among these powerful leaders will exemplify colligate impact on career route. Primarily, 11,745 U.S. leaders were investigated. This encompasses federal judges, CEOs, politicians, business leaders, and the wealthy. The results highlighted that around 94 percent of the U.S. leaders indicated above attended college, with a staggering 50 percent enrolling in an elite school. In a more specific analysis, over 80 percent of Forbes' most powerful people attended an elite school, or more than one, throughout their career. Though this study is useful at illustrating the prevalence of college attendance in the United States and its impact upon the influential leaders which the country hosts, the final data does not indicate the percent of graduates. Therefore, the research database, the National Student Clearinghouse Research Center offered the application needed for this information to display the argument. The results of their report showed that more than 31 million students have enrolled into college programs, however, dropped out before receiving a degree or certificate. Furthermore, around 1/5th of the United States population throughout the past 25 years have, "some college experience, but no degree compared to over one-third of the adult population (36.2 percent) who have an associate degree or higher." Both Allen and Zuckerberg apply to this extended number. On the other hand, the technological millionaires do not apply to this statistic upon gross annual income based upon each degree. "Earning a bachelor's degree increased median annual earnings by \$16,100 compared to those with some college, no degree among those working full time (\$56,500 and \$40,400, respectively. U.S. adults who have completed postsecondary credentials also have documented advantages in employer health insurance and pension coverage." The conclusion that can be made from this presentation of data examines success rates of college dropouts being determined by

external prodigal skills or opportunities. I feel that both case studies are able to highlight the necessary support to the Colligate methodology argument. In the case of Allen and Zuckerberg, student-level data is not an impactful predictor of success, which is supported by their dismissed education pathways. Within the next two days of research, I will concentrate on developing this argument further as what I have currently represents a mere outline.

Wai, J., & Rindermann, H. (2016, September 13). What goes into high educational and occupational achievement? Education, brains, hard work, networks, and other factors. Retrieved November 19, 2019, from <https://www.tandfonline.com/doi/full/10.1080/13598139.2017.1302874>.

NSC Research Center. (2014, July 28). Some College, No Degree - 2014. Retrieved November 19, 2019, from <http://nscresearchcenter.org/signaturereport7/#Sig7-Intro-1>.

Emma Rieser 8:18 a.m.

November 20th, 2019 7:30 a.m.

Today I practiced content analysis with my peers. The partner who I worked with and I exchanged examples which we wrote. I scored hers based on a criterion revolving around context in relation to the quote provided, correct wording, and the inclusion of a final judgement. I felt this aided in my understanding of the concept of analysis, which bolsters my skill set further. This was my example for the quote, "Fourth graders who were eligible for free lunch scored twenty-nine points lower on reading tests than other students, and that eighth graders eligible for free lunch scored twenty-five points lower than their non-poor peers (Ayers, W., Laura, C., & Ayers, R., 2018)." The evidence exemplifies the percentile difference for which students with low-income backgrounds achieved upon standardized testing compared to that of their financial stable peers. The significant decrease in points provides explanation towards the influence which money and stability foster upon academic success students gain throughout their educational career. In an appraisal of the source, student poverty is shown to be the strongest predictor towards insufficient student-level data and its increase from elementary to intermediate schooling. Though I was complimented on compactness of my analysis mixed with evaluation, I was advised to add more detail to the final sentence of my judgement. This was helpful as it will add to the clarity of the argument. After this, I began to extend my analysis section in my personal OneNote to aid the developments I have made to the evidence presentation. When reviewing my research presentation in the evening, I made the decision to switch my methodology "K-12" to "Primary Education," along with "Colligate" to "Colligate Education." This allows for a standardized wording that suits the reasoning which it supports.

Emma Rieser 8:18 a.m.

November 21st, 2019

7:30 a.m.

After reviewing the evidence that I have collected, I am pondering getting rid of the “Teacher” methodology. Though this is heavily supported with the Concession perspective, the Affirmative argument lacks. I have found that there is little evidence aids the argument thoroughly. However, I was advised to not remove this area from research all together given that studies may arise in the future. Next, I practiced judging content analysis written by my peers yesterday and constructing an examiner’s report on the work as a whole. From this, it allowed me to gain a better perspective on the strengths and weaknesses that can be presented through content analysis. This allowed me to recognize the correct structure both evaluation and analysis should fall into, bolstering my skills for future writing. Following this activity, I feel more prepared regarding this concept and what is vital to improve the skills which I currently possess. Next Wednesday and Thursday I plan to delve into evaluation as this is an AICE writing device which I have not practiced so far.

Emma Rieser

8:18 a.m.

November 22nd, 2019

7:30 a.m.

Today I dedicated my time towards the Primary Education methodology. The reasoning for this perspective delves into opportunities granted from success considering this is placed within the affirmative perspective. I plan to direct this towards labelling in the academic world to merit-based scholarships. When reflecting upon how this could apply to my life, The Bright Futures Scholarship came to mind considering this program through the Florida Lottery System will pay for four-years of my college tuition. This platform suits the reasoning above as a specific GPA and SAT/ACT score is required to qualify. This certain program also grants colligate-money to students who have taken “life-skills” classes that allows them to become certified in the Microsoft Suite, Serve-safe, and SolidWorks Professionals. All of which are required in specific workplaces. I will be incorporating this into my paper. On the other hand, this activity sparked ideas for the concession side of my paper. Earlier in the year, I discussed within my logs the statistical information I found while reading the book, *Opportunity and hope: transforming children’s lives through scholarships*. I sought this book to be useful. However, upon updating the methodologies and reasoning for each perspective, there lacked an area where the factual information collected within it would apply to the newfound argument I am conveying. After discovering a location where success granted by the Bright Futures Scholarship can apply, I can convert the negatives which are attached to the concession perspective. Therefore, I created a reasoning which highlights the opportunities which less qualified students are omitted from under the Primary Education reasoning. I will use the conference where Governor Ron DeSantis signed a bill to increase the combined reading and math scores of admissions testing from 1290 to 1330 to illustrate the concession, while emphasizing the

prospect for which the scholarship provides. The progress that I made today was unexpected, however, I deem it highly useful for the argument presented by the methodology at hand. The comparison between the affirmative and concession allows for greater support upon whether student-level data is deemed beneficial for the students and the inevitable price that follows. In the following days of research over the mid-semester break, I will delve deeper into other opportunities granted by success of the student themselves. As of now, I possess ideas like the PSAT Merit Scholarship and labelling based on class ranking.

Emma Rieser 8:18 a.m.

November 23rd, 2019 7:30 a.m.

When assessing the work of my personal OneNote, I noticed both the Emerging Themes section was lackluster. To fix this, I reviewed the research that I had already collected for reoccurring ideas that were present. I found that the strongest argument-based evidence collected for both the affirmative and concession was derived from books rather than journals. I felt that that would be beneficial to note as a Major Theme in this portion considering it encompasses both sides of the same reasoning. I also discovered that there were few sources incorporated within my research presentation that could be utilized upon both sides of the argument during this exercise. This included a two-sided report produced by the Maine Education Policy and Research Institute on the practices and perceptions of standardized testing within the state. This was incorporated as a Major Theme also for the same reasoning. Both of which allows my instructor to visualize the proper support to my choice on incorporating both the literature and the study in both perspectives of the research essay, while also aiding in my organization and independent management of the process.

Emma Rieser 8:18 a.m.

November 24th, 2019 6:00 p.m.

Though I am on mid-semester break, I am continuing the research process. Now that my research presentation is close to complete, it is vital that I update my annotated bibliography. This is an aspect of the research process that will be incorporated within the actual paper; therefore, it is best that I devote a large portion of my time throughout this period of time away from school to it. To aid in this process, I reviewed the research I already collected and obtained the citations for each piece of data. From this, I began to formulate annotations. I feel this activity presents great progress aimed towards the completion of my research paper. I will continue to work on the annotated bibliography throughout the time off from school and in the following week when I return.

Emma Rieser 8:00 p.m.

November 25th, 2019

6:00 p.m.

I have recently felt challenged by the methodology “Primary Education” reasoning of Opportunities granted by labels. Though I do have adequate support for it concerning both Florida’s Bright Future Scholarship and the PSAT Merit Scholarship, I feel that the argument must delve deeper into what is granted to those who reach a certain level determined by academic achievement. Therefore, I tried an exercise in my personal OneNote where I listed every prospect strictly available to a certain degree of students. I felt this would highlight the areas of achievement for students deemed successful that I had not thought of before. Primarily, I made a list. In a wild success, this activity worked! I came up with delving into colligate granted scholarships, for instance, full rides for non-athletic students. Also, internships and external programs for students who reach a designated standard of intelligence or skill. Finally, elite school based on merit could also apply to this perspective as the argument branches outwards to all parts of the defined student-level data. I feel proud of the completion of this non-traditional method to aid in my research process. I now have new areas which I can incorporate to bolster the argument the question suits.

Emma Rieser

8:00 p.m.

December 2nd, 2019

7:30 a.m.

In the first day back from the mid-semester break, I have dedicated my time to updating my calendar on my personal OneNote. As the first perspective of my paper is due in three weeks, I feel creating a schedule for the progress I must complete by a designated date will be useful. Through my log on November 24th, I expressed that I wanted to devote time towards updating my annotated bibliography. I demonstrated caution over the break when writing those that are needed as I wanted advice from one of my smartest peers on this subject. Today I got the necessary information and write 16 annotations. I am extremely proud of the work that I put towards this aspect of the research essay. As this aspect is almost complete, having these finalized before a due date is set in stone by my instructor will allow me to direct my attention the tasks which necessitate the most time. Tomorrow, I will check for grammar mistakes on each of the annotations to bolster the presentation of proper writing.

Emma Rieser

8:18 a.m.

December 3rd, 2019

7:30 a.m.

Today I continued the task which I began yesterday. I reviewed each annotation, while observing closely for hidden grammar or content mistakes. I found plenty which I was not able to see the day prior. In addition to this, I began to plot out what my first perspective for my research essay will be. According to

my instructor's website, this finalized portion is due on the 17th of December. This date is approaching quickly, therefore, it is best that I choose an aspect of the paper that I am most confident on as of now. Therefore, when reviewing the data that I have already collected, I am in between the Primary Education and Student methodology. Though the Student methodology has the greatest amount of data, there are still areas that require additional improvement. On the other hand, the Primary Education voice is limited on reasoning for both the affirmative and concession perspective. In the following days, I will attempt to best each methodology. Therefore, I am presented with two strong options rather than settling for a mediocre side. I am confident this single activity will aid in conveying the argument for which I intend. In the evening, I concluded the hefty progress which I made on my research presentation today. I went through the most prominent experts that are included with my data collection and found useful links referencing their credit. This newly created database will aid me greatly when it is time to write each validation and include source analysis within. With the informatory sources already found and congregated in one location, the process will be quicker.

Emma Rieser

8:18 a.m.

December 4th, 2019

7:30 a.m.

Today I began to review how to construct the introduction paragraph for my research paper. My instructor advised that I read the Learner's Guide to correctly construct a paragraph on the methodologies and the exemplify the significance of choice in my question. I will be following a series of questions like,

1. Why did you ask the question? How do you expect to answer it?
2. State your aims and theories.
3. State your thesis and concession with reasons.
4. State your methodology.
5. Define key terms (keep this to a minimum.)

This will aid in my Cambridge grader grasping a thorough understanding of the aim and purpose behind the research essay before delving into its contents. Though I am confident regarding the writing process, I am fearful that it will extend the page and a half that my instructor warned should be a maximum. Nonetheless, this aspect of my paper is not due until January when I return, therefore, I have time to edit it to its necessary length. Devoting the necessary work towards the introduction allows me to feel confident on its development and expectation that it will set for the following content.

Emma Rieser

8:18 a.m.

December 5th, 2019

9:00 a.m.

Though I was absent from school today, I was still able to make progress in the development of my first lens. I began by writing a draft of my introduction paragraph. I used the advice of my instructor and read her past student's samples. As I usually have an issue with meeting the word count, given I am a detailed writer and over writing is standard, it was useful to complete this activity as it gave me a visual aid on how extensive in detail, yet concise my writing must be. After completing this, I felt confident that following the series of questions displayed in December 4th's log and learning from the other examples that my writing meets the guidelines that are necessitated in the Learner's Guide. Tomorrow, I will reread what I have written today to review my work for grammar or content mistakes. This activity will bolster the positive first impression that I intend to make to the Cambridge grader.

Emma Rieser

11:00 a.m.

December 6th, 2019

7:30 a.m.

I began the day by observing the introduction that I wrote yesterday, while also writing pieces of analysis and evaluation for my first lens. Primarily, I was found few grammar mistakes in the introduction which gave me a breath of realization me as it showed there are always areas where I can improve on my research paper. I will take this self-advised note with me throughout the completion of the first methodology and the final paper. More so, I am still in debate over whether the *Student* or the *Primary Education* would be showcased best. To reiterate, though the *Student* methodology contains less evidence, the *Primary Education* methodology requires more research to convey the aspect of the argument I wish. Therefore, in attempt to grasp a better understanding of which content highlights the better argument, I sought it best to write analysis and evaluation for both. Below I have added samples of pieces that I have constructed today.

Student

The concluding quantitative data highlights recent findings which demonstrate the prevalent relationship between genetics and individual's corresponding IQ scores, thus connecting parental intelligence to that of offspring. The results are bolstered further through the description of trial, whereas the target population aided the apparent observation of minimalistic effect, while the informatory background provided basis on content. In a final judgement of source, the newfound association between maternal and child allows access to explanatory methods for childhood intelligence in cooperation with the social system like education.

Primary Education

The quantitative data does not fail to highlight the lasting support of the educational community on the administration of standardized tests to students in all grade levels of secondary schooling. While the percentiles for affirmative belief on instructional learning generated from testing results reign high, the

benefits shown through student performance, growth, and achievement provide a bolstered perspective on its usefulness in academics. Through a final read, its observable that standardized testing alone serves as a predictor through the analysis of student improvement and success demonstrated by consistent performance throughout a student's K-12 career.

Though both are strong with the writing devices, my preference is swayed towards the Primary Education lens considering it delves further into the aspects of the academic community's usability of student-level data and how it poses challenges. I am confident with this area as it will allow my instructor to gain a better understanding of the argument and advise me if I am on the wrong track for its completion. I feel this activity was beneficial and would not be as clear with the direction of my research essay if I had not completed it.

Emma Rieser

8:18 a.m.

December 7th, 2019

7:30 a.m.

After school on Friday, I had an extensive discussion with my instructor regarding my presentation of research. We first delved into my first lens. I advised for her help on choosing the correct methodology for the purpose of demonstrating my argument wisely. This is a big decision for the beginning of my paper; therefore, I have become nervous on completing this correctly. She informed me that creating a chart allows her to gain the best understand of something, kind of like a concept map. This will encompass the methodologies I currently am creating, along with different variations of wording for these. It is expected that creating these will expand my understanding of the parameters each extends to or create them.

Student	Primary Education	Collegiate Education
Testing Anxiety	Standardized testing	Success driven data
Declining mental health	Poverty limiting access to education	Case studies on successful dropouts
Poverty limiting access to education	Teachers relying on success for pay	Negative dropout statistics
Learning Disorders		Other factors contributing to success

Student Personal Experience	Student Educational Experience	Primary Educational Experience	Collegiate Education Experience
Testing Anxiety	Poverty limiting access to education	Teachers adhering to preconceived standards	Success driven data

Declining mental health	Standardized testing	Teachers relying on success for paycheck	Case studies on successful dropouts
Learning Disorders	Less qualified omitted from opportunities	Rising stigma and prices success	Negative dropout statistics
Parents IQ relationship Child IQ	Other factors contributing to success		Admissions testing prediction

Teacher	Teacher Experience	Teacher Experience in Primary Education	Teacher Experience in Collegiate Education
Teachers adhering to preconceived standards	Preconceived standards	Discipline	Discipline
Teachers relying on success for paycheck	Discipline	Preconceived standards	Positive learning environments created by the teacher
Positive learning environments created by the teacher	Positive learning environments created by the teacher	Teachers relying on success for paycheck	Teaching style
Relationship with students	Relationship with students	Positive learning environments created by the teacher	Relationship with students
		Relationship with students	

This helped me to visualize the evidence that I have created and how they can apply to other methodologies. I feel as if the second chart aids the argument on the prediction, which is the focal point of the question, aspect of the educational communities. Breaking down the various experiences which this encompasses gains an understanding of where the argument applies to outside of the general areas of study. However, these borderline research topics, like standardized testing, are included within each one. The incorporation of unique ideas allows the presentation to become balanced in a unique way, which gives bolstered meaning towards the vital argument that must be made. In addition to this, creating the chart for strictly the teacher methodologies was helpful as well. This has been the area of research that I have been struggling with the most due to the lack of compelling evidence. The exercise was able to expand my viewpoint on where teacher experience can serve as a degree of prediction of success. I also developed other areas of study that can apply, again this was a challenge for me. Therefore, I was excited by this development. I am proud of the success that has contributed towards this activity. I look forward to presenting this to my instructor. Overall, the building nerves associated with writing my first lens to the research essay have definitely softened. With the update to my current methodologies, it put how the

collected research is all related and works to benefit the argument in its own individual way. I no longer feel unconfident regarding the strength of individual data.

Emma Rieser 9:00 a.m.

December 8th, 2019 7:30 a.m.

Today I fostered my instructor's feedback that she provided me on my introduction by applying revisions to its structure. She advised not to include the definitions of success and student-level data considering they were defined in my proposal. This was my first update, which gave me considerably more room to delve into illustrating the content of my paper. I also worked upon stating the concession and affirmative perspectives in direct terms rather than using figurative language. This will state the purpose and direction on the following content, leaving the reader informed. I have decided to wait upon formulating the methodology paragraph further as I am in the process of updating the wording and cultivating new parameters for which it encompasses. When finalizing my paper, I will write the most updated form of this aspect. I feel confident on the stance where I have left it considering it now meets the correct guidelines displayed in the Learner's Guide.

Emma Rieser 9:00 a.m.

December 9th, 2019 7:30 a.m.

On my return back to school, I discussed the charts that I created over the weekend with my instructor. We have come to the consensus that the *Student Personal Experience* and *Student Educational Experience* exemplify a greater understanding to the argument. These two methodologies will be included in my final research essay. I am also leaning towards using this layout as my first lens. In an assessment of the third chart for teacher methodology ideas, the data appears to fit within the parameters of the two student methodologies. For instance, the relationship with the student can adhere to the student's personal experience as it encompasses the emotional aspects, extending to cognitive effects as well. However, while Primary and Collegiate education align well with the argument, the aspects of "experience" do not suit it. My instructor advocated for using a new word to describe what I desire to convey. With this, I brainstormed two ideas that could connect to the areas of study. Primarily, dividing the methodologies into two broad groups: Setting and Experience. This would allow for me to keep the two student aims, while also merging Primary and Collegiate Education into perspective through their respected institution. The methodologies that I have now would fit under these groups as sub-lens. On the other hand, to keep the flow of involvement in the research essay, I could use Institutionalized experience and Professional experience. This would allow me to demonstrate the case studies I have found, along with adding research on specific schooling systems. Montessori schools, collegiate pass-fail systems, and academic learning in

nonconventional schools in Norway and Sweden can be investigated. Following this, I focused on expanding my chart in the Theory/Argument section in my personal OneNote and pasted it below.

Student Personal Experience	Student Educational Experience	Institutionalized Experience	Professional Experience
Teacher guided relationship with students	Teacher's preconceived standards	Teacher guided discipline	Success driven data
Learning disorders	Teachers relying on success for paycheck-impersonalized	Positive learning environments created by the teacher	Case studies on successful dropouts
Testing Anxiety	Stigma on giftedness	Standardized testing	Negative dropout statistics
Parental IQ and child IQ relationship	Gifted and boarding school prices	Montessori schools	Admissions testing prediction
Declining mental health	Poverty limiting access to education	Global look on Norway and Sweden nonconventional school	Other factors contributing to success
	Omitted from opportunities		New College system
			Less qualified- Ivy versus normal college

Through the effort of collaboration that I have targeted towards the development of my research essay today, I am unphased by the extensive amount of work that lies ahead. I am directed through the plan which my instructor and I have cultivated today; therefore, my confidence could not be higher.

Emma Rieser

8:18 a.m.

December 10th, 2019

7:30 a.m.

Absent!

Emma Rieser

8:18 a.m.

December 11th, 2019

7:30 a.m.

Today I watched a one of my instructor's past student's presentation of their paper. I felt hearing their inclusion of analysis and evaluation bolstered my understanding of how these aspects of the research essay should flow. I was also provided with the transcripts of this video. Therefore, I am able to reflect upon the structure of their paper in the future when I begin to write. In addition to this, I researched Montessori school's philosophy and their influence on American schools. An article that I found upon include this chart (below), which connects theories of motivation with the academic practice of the school itself. For instance, column one highlights Ryan and Deci's Self-Determination Theory. This exemplifies the value of interpersonal events, rewards, communication and feedback in bolstering higher performance in relation to autonomy, interest, competence, and relatedness. I am feeling incredibly thankful for finding this as it promotes a further understanding of the learning promise that these systems promote. I am confident that this will be reflected in my writing when the time comes. In turn, this will aid in the presentation of the argument. I have added this display to the Theory/Argument section of my personal OneNote.

Emma Rieser

8:18 a.m.

December 12th, 2019

7:30 a.m.

After reorganizing my methodologies and evidence on Monday, I took time to apply this to my research presentation in my personal OneNote. As the new perspectives mixed where my data was located, it allowed me to visualize the areas of the essay where the argument lacks. This was incredibly present in the *Student Personal Experience* methodology, which is also my first lens. Therefore, I dedicated my time towards finding research that represented the reasoning "Gifted intelligence" and "Teacher guided relationship with students." Primarily, I looked towards Science Direct, an international private research database, for articles regarding the teaching style and educators. I found an article that described two different teaching styles: Teacher-centered pedagogy versus learner-centered education. In teacher-centered pedagogy, the teacher is the dominant leader who creates the rules of the classroom. They structure learning tasks to focus on completion. In lecture, these educators explain models related to the lesson objectives. They will also give direct feedback on work. This presents a student success focused environment. On the other hand, learner-centered education presented the teacher as a secondary source of knowledge. Students are given an independent role to establish their own rules and govern their academic choices. The teacher responds to student participation and work through neutral responses and divergent questions. This illustrates the type of environment where student's freedom comes at an advantage or disadvantage. I will be incorporating these two themes into the research essay to

demonstrate the alternate influences that generate positive influences on the student's educational experience. In addition to this, the journal provided insight to university student and the negative aspects of professor “unengaged” learning. The expert discusses the traditional lecture-and-test format structure where feedback is absent through, “students are neither provided with specific information about how to improve their skills and understandings, nor are they provided with opportunities to put feedback into practice by reflecting upon and revising their work.” From the socio- -cultural-constructivist point of view demonstrated in the publication, this represents how a strictly student-level data approach inhibits learning. The concession side will definitely be bolstered from this addition. In a reflection of my progress today, I feel happy that I found such a versatile article that was able to apply to both perspectives. The directions that are promoted in this article aids in the presentation of the argument and demonstrates the comparison in teacher influence.

Emma Rieser

8:18 a.m.

December 16th, 2019

7:30 a.m.

Today I received the book, *Kill the Messenger*, that I ordered online for research purposes in the mail. It was written by Richard Phelps, one of the leading experts on the Institutionalized Learning Experience methodology. As I have initially formulated a summary for the publication’s main points, I will now add in the statistical data to support it further. Further, I have begun to formulate a plan for my first lens in the Theory/Argument section of my personal OneNote. Through my extensive research piecing the argument together, I am leaning towards the Professional Learning Experience methodology to be the first perspective that my instructor reviews. This is because of the balanced argument displayed on both the thesis and concession perspective. Another reason is aligned with the difficulty I have found with this aspect of the research paper. Completing this first and receiving feedback initially before I pursue the more comfortable aspects of the writing process will be best for my mind-set as a whole. Below I have pasted a copy of the outline that I formulated. It is clear that it resembles a scaffolding for a standard Paper 2 for AS Global Perspectives, however, it extends to the advanced writing devices that are incorporated in the course. This includes source analysis and paraphrased evidence. In addition to feeling organized after completing this, my confidence has risen on the production of the paper as a whole. By simply just reading the evidence, the argument is shown. This makes me excited to see how my analysis and evaluation will bolster this.

Emma Rieser

8:18 a.m.

December 17th, 2019

7:30 a.m.

While Friday begins Winter Break, along the progression towards the due date of my first lens, I have dedicated all of my time towards writing analysis and evaluation today. This lets me gain progress on the completion of my paper before actually drafting it. I feel confident in this progression considering it promotes the opportunity to revise this aspect as I continue to write my paper to gain the highest band on the rubric. Though I previously deemed that the *Professional Experience* methodology would present the strongest argument to my question, after finding additional evidence to support the *Institutionalized Experience* I have decided to swap such choice. As school is an aspect of 54.2 million adolescents' lives writes the National Center for Education Statistics, I feel this would address how student-level data is initially produced, while tying in the benefits and faults associated. In addition to this, the current analysis and evaluation I have written thoroughly promotes where prediction points of the achievement-data can be developed with aid from organizations, or where they fall in terms of flaws in the current system. The confidence I have regarding how my first lens will develop continues to grow with progress-producing activates such as these.

Emma Rieser

8:18 a.m.

January 7th, 2020

7:30 a.m.

Today was the first day back from break and I am working towards writing the entirety of my first lens. As of now, I have the backbone of which written with every element included, however, the draft is in vital need of editing down to meet the required word count. With the four methodologies included in the argument, I have calculated that each can only extend to 1,140 words each. My instructor gave me the advice to avoid cutting out analysis and evaluation, but to shorten paraphrasing and transitions as much as possible. I felt this was extremely helpful when reviewing my paper for a second time. It allowed me to see how much unneeded wording I included that would be viewed as simply fluff rather than points to my grader. To adhere to this technique for the duration of writing and updating my paper, I developed a highlighting key to help me visualize where my word count is being advocated to.

+++++ = Transition

+++++ = Validation

+++++ = Conclusion

I feel confident in this practice, as without, it would be challenging to figure where my writing can be shortened to a minimum in the needed areas without removing vital sentences that contribute largely to the conveyed argument. Keeping the argument as simple in compelling evidence, yet complex in developed conclusion is my new goal while in the writing process. I will reference this largely in the upcoming logs.

Emma Rieser

8:18 a.m.

January 8th, 2020

7:30 a.m.

Today I focused my time towards the validations. I noticed while utilizing the highlighting technique that each validation included unnecessary wording, or phrases that could be shortened while still displaying the overall concept. Therefore, I incorporated editing their presentation into the process of revising the essay. Being able to update another portion of the paper to a stronger aspect makes me feel assured that when limiting wording I do not remove the basis of the argument, let alone the vital aspects which support it. In addition to this, I have connected with one of my peers who is experiencing the same trouble as me in regard to editing. She and I have provided help to each other than neither would have been able to see without this opportunity. I have chosen her to edit my paper next week as I trust her opinion and knowledge on the elements included in the paper.

Later in the evening, I finally finished revising my first lens to an appropriate word count. This was a vital aspect to complete before I begin to write my conclusion tomorrow. Throughout this exercise, I also gained a better familiarity with the evidence included in the methodology. Therefore, I feel more self-reliant on my ability to write an evaluative conclusion over the totality of where the institutionalized experience ties into the argument. I am eager to draft it tomorrow.

Emma Rieser

8:18 a.m.

January 9th, 2020

7:30 a.m.

Today I formulated my conclusion for the *Institutionalized Experience* methodology. First, I read two examples that are posted on my instructor's website. I feel reading her past student's papers is the most beneficial method for me to learn to do it an element of the paper on my own. After this, I easily understood the goal of its inclusion of the paper. All I had to do was to transfer it in regard to my own argument. I wrote: "Overall, standardized testing scores are shown to be bolstered through extending the routine of students, when the resulting "evaluation" isn't directive to measure improvement, the predictability of the student-level is unserviceable to future performance. While the concept of standardized testing is beneficial on paper, the true advantageous are seen from what Montessori schools promote: development-data. Though deemed too unique to be tradition as achievement-data driven schooling is today, the research-based philosophy rather than GPA uniformity should be popularized." As this is one of my largest perspectives, I decided not to evaluate the methodology itself but rather what is included. Considering the *Professional Experience* has shorter pieces of evidence, I will include this significant aspect into its conclusion, while also comparing it to my first lens for a broader discussion. Nonetheless, with this developed plan, I feel confident that my conclusion meets the required marks,

while also being unique to my argument. Though I think this, I look forward to next week's scheduled peer review sessions to gain insight to where I can improve the essay as a whole further.

Emma Rieser 8:18 a.m.

January 10th, 2019 7:30 a.m.

Today I finished up the evidence portion of my second lens, the *Professional Experience*. This includes data taken from college admissions reports compared to a case study of Mark Zuckerberg. At first, I felt this will be my greatest challenge with the paper as I must relate the evidence from each perspective back to the explanation of Zuckerberg's success in the analysis and evaluation. However, these distraught feelings have begun to diminish as I write the lens more. The evidence that I have found strings together perfectly when placed in the right order, making the only challenge that I am experiencing is sticking with the designated word count. My current progress on the essay reigns higher than I expected. I assumed that the writing aspect would be most difficult but the preparation I have done for this paper has bolstered my understanding of the topic and desired structure. Throughout the weekend, I will construct a conclusion that comes to a unique judgement to my findings.

Emma Rieser 8:18 a.m.

January 13th, 2019 7:30 a.m.

Today I began to peer review other A Level Global essays. This included my friend Hannah, who's question is "Does American Football Cause Net Harm?" Her first lens revolves around the physiological side of the sport, where she delved into the harm and benefits that come with the rough man to man contact involved. Personally, I am not an avid fan of American football. Therefore, my knowledge on the inner workings of the game ranges low, giving me a limited perspective of her topic on the first read. However, without question it was clear the amount of effort put into finding suitable evidence for each methodology. It was easily understood and supported the confines of the argument, giving me the confidence to accurately assess where revision was needed in the following analysis and evaluation. With this, I found the foundation of the argument fitting. There were minor incidences where the final judgement could come to a deeper conclusion and additional citations were needed. However, in totality, Hannah's first lens was a strong start. In addition to giving my peers necessary feedback, this exercise allowed me to gain a better perspective on how to construct my personal essay. This prompted me to read through mine once more. First, I corrected the format of the concession perspective by dividing sections of writing into multiple paragraphs to create a better flow of thought. More so, I found numerous incidences where I missed placing a citation for a certain book or study that I reference. I am grateful for this as plagiarising work from other author's is a serious offence which can result in my paper not being

scored by my grader. As it is never my intention to do such an act, reviewing for mistakes like this is vital in the essay writing process. After today, I feel confident in my ability to provide advice to my peers on their writing skills. This feeling of empowerment also extends to my personal skill set, whereby completing this assignment, I can better them further.

Emma Rieser

8:18 a.m.

January 14th, 2020

7:30 a.m.

Today I am completing the same activity that I did yesterday with another one of my peers, Ary. She has written her essay based around the question, “Was the Cold War inevitable?” As a history geek myself, I have been eager to read her paper. She divided it into two methodologies and structured sub-lenses within each. This made presenting her argument even stronger as each includes a variety of topics that were relevant during the time period. I felt reviewing bolstered my understanding of where structure could be used as an advantage point in displaying the most information as possible. For instance, though Ary’s lens was called “State of the Nation,” the evidence she included within revolved around technology and the CIA’s influence on the American people. Following this, I looked towards my own essay and the methodology utilized. I have chosen to have specific lens names for the specific information on included. In the following days, I will brainstorm if creating less distinct methodologies could create a broader spectrum for which my argument applies. I feel by doing so the conclusion I make can be generalized to a greater academic population.

Emma Rieser

8:18 a.m.

January 15th, 2020

7:30 a.m.

While I have been focusing on peer reviewing paper’s this week, I dedicated time towards revising my own work today. On January 13th, I reviewed Hannah’s essay while she reviewed mine. She pointed out that the final piece of evidence in my first lens did not make sense to her on the first read but the analysis and evaluation that followed aligned well with my argument. I was grateful for this comment as I understood what I was attempting to convey in that section of the paper because I actually read the entire study which it was derived from, however, she didn’t have the background knowledge which I possess to fully grasp this as well. To change this perspective, read the study once more and paraphrased the information that I found useful to my lens in lay language. I asked her to read it again and she said she could easily see where I was going with the evidence. This experience revealed the true advantage of having a peer review my work as without using her as a second opinion, I would have kept the initial phrasing which would have hindered the argument I desired to convey. Therefore, I will continue to use

Hannah as a valuable resource to the completion of my A Level Global essay. Having this newfound support system promotes a steadier direction in the final weeks of writing.

Emma Rieser

8:18 a.m.

January 16th, 2020

7:30 a.m.

I utilized my time to peer review my friend Harley's A Level Global essay which was centered around the nuclear family. I found the topic which she wrote upon especially interesting considering one of my AICE courses studied this concept's creation last year. Her first lens was similar to Ary's, where she had a main methodology but divided its content into different sub-lenses. Again, this made me reflect on how this structure could suit the argument of my paper. I am feeling more and more inclined to shift the direction of my paper towards this method after seeing how well it works when done correctly but I am nervous to make such a change this far into the process of writing. Harley's paper was more than great in totality, I felt her ability to find strong relatively recent evidence on a more 1950s-centric topic was amazing. However, I did find areas of her analysis that didn't encompass the entire evidence, but rather specific portions that agreed with the argument. Together we worked on improving this to bolster her paper's scoring as a whole. This activity promoted me to look towards my own analysis and evaluation. My instructor has not failed to advise me on her past students failing to earn topic marks on the rubric due to relevance. Therefore, I specifically looked for where this fault could apply to my own work. I noticed in the case study of Mark Zuckerberg, I included sentences of description rather than sticking to the point of the evidence's inclusion in the essay. I felt grateful that I was able to find this initially, but also nervous that I found it at all. Though I rewrote the analysis and made it certainty stronger, my confidence that this doesn't extend to all which I wrote has decreased. In the following days, I will reread my essay thoroughly to check.

Emma Rieser

8:18 a.m.

January 17th, 2020

7:30 a.m.

Harley, the girl who's essay that I peer reviewed yesterday extended advice to me regarding my introduction. She started by saying that I needed to define student-level data as though it is clear once the first lens is read, but not initially. I agree, I feel this will bolster the marks that I earn on rubric's "Communication" section. Further, as my personal statement within the introduction leans towards the concession perspective, Harley requested that I add a statement of recognition for where my opinion stands and how it will not sway the argument towards one side. Again, I felt this was an exception tip to formulate a well-rounded essay. I do not feel as intimidated by the opening of my paper as I did after I first drafted it as I now know I have included all of the correct elements and the direction is clearly

understood. When looking towards the progress that I have made in improving my work, it is clear that peer reviewing is an extremely useful resource during this process.

Emma Rieser 8:18 a.m.

January 21st, 2020 7:30 a.m.

Absent.

Emma Rieser 8:18 a.m.

January 22nd, 2020 7:30 a.m.

Today I graded my peer's essays that I reviewed based on the A Level Global rubric. I looked at the Research, Analysis, Evaluation, Communication, and Reflection sections and how each paper fell into the specific levels. This included writing a justification for my decisions for each. I felt this activity was extremely beneficial for me as I gained a better understanding of the elements my essay must include to earn top marks. I also strengthened my perspective on where minor mistakes in detail, or lack thereof, could inhibit one from reaching a certain score or desired level. When gauging my new knowledge, I feel it is best to review my paper based on the rubric as I did my peers. Since it is my own writing, my opinion on it reigns high. However, when looking at it towards the strict standards of the rubric, it will be easier to visualize where it does not live up to my personal expectation of it. This will allow me to formulate the strongest possible argument.

Emma Rieser 8:18 a.m.

January 23rd, 2020 7:30 a.m.

Senior meeting.

Emma Rieser 8:18 a.m.

January 24th, 2020 7:30 a.m.

Absent.

Emma Rieser 8:18 a.m.

January 27th, 2020 7:30 a.m.

Today I worked on finding citation errors within my first lens. My instructor advised this exercise would be best when revising for the final time as my eyes would be keener to locating such error. I found that in my final piece of evidence I had missed citing the actual source, along with forgetting to cite a specific account that I referenced in the validation. I feel this was extremely helpful in the long run as without it I

would have lost points for unoriginal work included in the essay. When reviewing my second lens, which is due on Friday, I will mimic this activity to produce a better draft of my work. In all, after the totality of time that I have advocated to my writing this past week, I am feeling confident that I fully understand the elements needed to succeed on the A Level Global essay.

Emma Rieser

8:18 a.m.

January 28th, 2020

7:30 a.m.

Today I peer reviewed my friend Dylan and Ruben's essays using a color coding mark scheme to emphasize the inclusion of source analysis, content analysis, and evaluation. They replicated this activity on my essay as well. I feel that being able to explain my responses to each of them individually and give feedback on where improvement is needed in regard to adding these elements bolstered my understanding of structure and writing itself. Also, I admired how at the end of each evaluative sentence, Dylan tied the original argument to create a meaningful correlation. After viewing their interpretations of my paper, I have gained a more condensed perspective on my placement of these devices. Therefore, I can make improvement in where I position evaluation of the evidence itself and creating a relationship between that and the original argument stated in the question. I feel grateful for this exercise bettering my essay in terms of the evaluation section of the rubric and the overall communication shown through my presentation. I will be recommended that I replicate this activity once my second lens is finalized.

Emma Rieser

8:18 a.m.

January 29th, 2020

7:30 a.m.

Though I was absent from school today, I dedicated time to revising my second lens that is due on Friday. As previously stated, I do have this aspect of my paper written but I have a compelling feeling that the evidence that I have collected could be better. Therefore, I reread what I had initially and attempted to restate evidence in a more clearly defined way. I noticed this was evidently very helpful in the section that I discuss Montessori school education. At first, I strictly discussed the theories behind the foundation of the philosophy, then added relevant analysis and evaluation for the topic. However, after all of the research and reading that I did on the subject, I knew this did not convey the concession argument regarding alternatives to success driven by student-level data. To resolve this, I added a case study on an Indian Montessori school called the "Four Building Blocks." In addition to delving into their school principals which associate Universal Values, Excellence, Global Understanding, and Service with the institutionalized experience, I thought highlighting the international achievements of the school's academic clubs would be a necessary addition. From this, those who peer review my second lens next week will have a deeper understanding of what the learning theory of Montessori education is and its

useful application in the real world compared to student-level data. When reflecting on my argument, I feel this update helped it greatly. This is especially true when addressing my conclusion where I side on the concession perspective, therefore, the more evident the evidence is on the higher benefits proposed by alternative practices, the more likely my grader will agree with my opinion. I am happy with the changes that I have made today and agree with my initial statement that the evidence that I worked with did have the opportunity to be strengthened.

Emma Rieser 8:18 a.m.

January 30th, 2020 7:30 a.m.

Today my instructor advised me to choose two new peer reviewers, in addition to, two of the ones that have previously read my paper. The comments that Harley and Ary made on the presentation of my evidence, analysis, and evaluation was extremely helpful in regard to where revision was needed. Therefore, I have asked them to continue to offer advice that will benefit the argument I display in the paper. To branch out to different perspectives, I extended this proposal to two of my friends who are also taking A Level Global in a different period, Katie and Lindsey. Katie is writing her paper on a topic similar to mine, the concept of reductionism in education. I feel her like-minded viewpoint on modern academics will enlighten me on evidence that suits both of our arguments, or even different methodologies that would better display the aim. I am eager for the feedback that I receive on this lens and feel after the first lens, my ability to give advice back has already improved.

Emma Rieser 8:18 a.m.

January 31st, 2020 7:30 a.m.

In addition to submitting my second lens on the Institutionalized Experience to my instructor, I reviewed the evidence that I have collected for the third and fourth methodologies. Though they are strictly defined by their own parameters, both look at the argument in the perspective of the student. In a reflection of my paper, I am running very low on word count as it. Therefore, I have made the decision to combine both the *Student Personal Experience* and the *Student Educational Experience* into a broader reach of the *Students Experience*. With this, I can include only the vital aspects that contribute to the argument while delving into both perspectives. This offers a more balanced alternative to cutting one methodology entirely. When looking towards my current progress, I feel grateful that I wrote the *Institutionalized Experience* and *Professional Experience* first. If I were left with these final two lenses, I feel the argument on student-level data would be underdeveloped. The plan I have now is the best suited to the completion of my paper.

Emma Rieser 8:18 a.m.

February 3rd, 2020

7:30 a.m.

I exchanged my essay with my designated peer reviewers over Office 365 and they did the same. The first paper that I read was Harley's. Her question regards the nuclear family's relevance in modern society, extending her second lens to the cultural portion of the argument. I provided careful feedback on her essay utilizing the rubric, unlike last time where I took a more unorthodox approach. Through this, I ensured that her analysis and evaluation was relevant, which suits the higher bands on the mark scheme. In regard to the comments I made about this, I took the wording of the descriptions of such and transferred it to specific aspects of these devices that needed work. I felt confident that I had made confident remarks that highlighted areas to improve in such a complex paper. In the following days, I will discuss the feedback that I provided Harley. The confident feeling that I held also transferred to my own writing process. That evening I utilized my newfound method and applied it to my own essay, giving myself more profound revisions. I felt reading my own paper with the standardized perspective the rubric offers were more beneficial than the comments my peer reviewers made last week. I will continue this method in the following days.

Emma Rieser

8:18 a.m.

February 4th, 2020

7:30 a.m.

Today I peer reviewed my friend Hannah and Ary's papers. Both only have two methodologies, therefore, my instructor assigned me to re-read their conclusions to ensure they correlated with the argument rather than the evidence. I found that this aspect of the writing process is something that I need to bolster in my own essay, therefore, I utilized the activity as a learning experience. Both essays were entirely different, whereas Hannah focuses on modernized violence, Ary writes a historical review on the Cold War. Nonetheless, both wrote a conclusion that transitioned from the presentation of evidence into the argument as a whole. I left comments on the clarity both provided. In the evening, I attempted to re-write the conclusion of my both lenses, utilizing the examples that I read today as a guide for how to correct it. Afterwards, my confidence on what I had written increased slightly. Nonetheless, in a reflection, I am able to recognize where I need to improve further. I will continue to update this portion of my essay in the following days.

Emma Rieser

8:18 a.m.

February 5th, 2020

7:30 a.m.

I peer reviewed Lindsey and Hannah's essays. Primarily, Lindsey wrote on the cultural differences of alcohol consumption. This included the lens "Demographic" and "Family." When reviewing her essay, I

found I referenced the Communication section on the rubric the most out of all. I felt this was a vital aspect that was overlooked in her essay as there were many language mistakes within the analysis and evaluation that took away from the flow. Therefore, I offered suggestions on distinctive phrasing and sentence transitions that would eliminate this issue further into the paper. In a reflection, I feel I was helpful enough to a point of not being overly helpful in the presentation of her essay. Later, I delved into Katie's paper, which was on educational reductionism. As I previously stated, I was eager to read her essay as it related to mine. Like Ary and Hannah's, she also only had two methodologies. Therefore, I focused on how she presented her personal reflection in her conclusion, while also tying in the argument. Following the first read, I was in a state of enlightenment. In all honestly, I thought her paper was the best one that I have ever read given her unique ability to tie her opinion into the favoured argument so naturally, absent of the forced perspective that I felt my own displayed. From this, I looked to my own paper to make heavy revisions utilizing like-minded phrasing present in Katie's paper. I can confidently say that I feel my marks in both the Communication and Reflection section were heightened.

Emma Rieser 8:18 a.m.

February 6th, 2020 7:30 a.m.

Absent.

Emma Rieser 8:18 a.m.

February 7th, 2020 7:30 a.m.

Today I reviewed the comments that my peers made on my second lens. I utilized their feedback to improve the presentation of the evidence, analysis, and evaluation of my paper. For instance, a commonality between all was to fix the citations included throughout the bulk of my paper. Upon review, I recognized where I had forgotten to or misplaced a citation. I quickly corrected these mistakes and felt gracious that they were pointed out to me in the first place. I decided to take an extra moment to review the paper in totality. This was to ensure further errors in the structure of the paper were avoided. I feel more confident that the clarity of my argument is shown now that it is not hindered by grammatical accidents.

Emma Rieser 8:18 a.m.

February 10th, 2020 7:30 a.m.

Absent.

Emma Rieser 8:18 a.m.

February 11th, 2020

Today I continued to review the comments that my peers made on my second lens. Another commonality that was stated was to update my word choice given my tendency to utilize the same vocabulary in each segment of analysis and evaluation. Therefore, I read through this portion of my paper once again, specifically focusing on these devices and their sentence structure. I found numerous incidents where the word “bolstered” was used back to back. This gave me the opportunity to use the Thesaurus and branch out from this common adjective to widen the variety present. I feel grateful that this comment was made so frequently as it highlighted that multiple readers were picking up on it, meaning my grader would as well. In a reflection, it is clear that the peer reviewing exercise I have been participating in carries great benefits to the process of improving the paper as a whole.

Emma Rieser

8:18 a.m.

February 12th, 2020

7:30 a.m.

Tomorrow I will be submitting my research logs to Cambridge for grading. To earn the maximum amount of points that I can within this section of the rubric, I reviewed the bulk of what I had written so far. When doing this, I specifically looked towards the evaluative and reflective aspects included in each. At the beginning of the year, my instructor gave me a list of reflective vocabulary to incorporate in the content for each day. This included words like, “considering,” “revolve,” and “judge.” During this process, I found a copious number of sentences that were greatly improved by adding this and restructuring lines themselves. Though I will continue this in the evening as well, I felt entirely better about the presentation of this in my paper. My confidence in my ability to properly show a mature approach towards the research as a whole throughout the writing process.

Emma Rieser

8:18 a.m.

February 13th, 2020

7:30 a.m.

I began the day by spell checking my research logs. I felt strongest about this activity considering its weight on the overall presentation. Potential errors in the document can reduce the total marks that I earn. More so, I continued the vocabulary check that I began to conduct yesterday. This included adding words of reflection into the final sentences that close each day to clearly illustrate my personal triumphs and limitations throughout the research and writing processes. After this, I felt extremely confident that I was giving my best work to Cambridge. When rereading each entry, I remembered how much effort I put into creating an argument unique to my question. I reflected on the hours I spent collecting evidence and the days that I transferred this to the essay structure. I felt happy that this aspect of my paper was finally complete.

Emma Rieser

8:18 a.m.