**Notes Rubric 2019-20**

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| **Required Elements** | **Advanced (4)** | **Proficient (3)** | **Developing (2)** | **Emerging (1)** |
| **HEADING** | Name, class period, date, & standard/objective/essential question are clearly seen on top page of *all* notes | Name, class period,& date are clearly seen on top page of all notes | 2 of the required elements are seen on the top page of all notes OR inconsistent use of requirements  | Only one element is seen on pages and/or the majority of pages are missing any heading |
| **INTERACTIONS****Interactions show spaced practice over 3 dates.****Each set of note interactions uses a different color and has date.** | ALL notes show evidence of at least 3 DIFFERENT dates of note interactions  | EITHERAll notes show evidence of 2 dates of note interactionsORMost notes show evidence of 3 dates of note interactions, but not all | The majority of notes show evidence of 1 date of interaction, though some may show 2 or more dates of interactions | Most notes are missing interaction, though a few may have limited evidence of interactions  |
| **Interactions deepen understanding of notes’ content**  | ALL notes show interactions with all 3 depth-of-thinking levels**Level 1 Knowledge:** circling, boxing, highlighting, and underlining key terms, main claims, **Level 2 Understand and Apply:** chunking, paraphrasing, posing test questions, dual coding, connecting, and providing examples and deleting/adding necessary information**Level 3 Analyze, Evaluate, and Create/Synthesize:** analyze cause/effect, compare/contrast, prioritize, explain how/why, and generate hypotheses. | EITHER ALL notes show interactions with 2 thinking levels throughout, ORMost notes show evidence of 3 thinking levels throughout, but not all**Note Interactions may include:*** vocab/key terms circled
* Main ideas underlined/highlighted
* Missing/paraphrased info added in different color
* Unimportant info deleted with line drawn through it
* Questions for clarity/review of main ideas written in margin
* Connections to personal experiences written in margin
* Connections to other content areas
* ? used to show parts not understood
* Possible test questions written in margin
* Concrete examples both from teacher and from student
* Dual coding with visuals created, explained, categorized, etc.
* Compare/contrast
* Rank or prioritize
* Hypothesize or predict future trends
* Analogies or pneumonic devices
* Retrieval practice and summaries
* Gaps in understanding filled in with different color
 | The majority of notes show evidence of 1 thinking level, though some may show 2 thinking levels at times | Most notes have limited evidence of thinking levels used. |
| **Number of notes use strategies to deepen understanding of diverse content areas.** | Notes include a minimum of 2-4 pages *per week* of note interactions | Most weeks have 2-4 pages of notes, but not all.All weeks have at least 1-2 pages of notes. | The majority of weeks have 1 page of notes. |  |
| **SYNTHESIS/****SUMMARY** | A clearly written 5-7 sentence summary/synthesis of learning is at the end of each unit’s notes OR Each lesson’s notes have 3-4 sentence summaries. | A clearly written 3-4 sentence summary/synthesis of learning is at the end of each unit’s notesORMost lesson’s notes have summaries. | A couple of sentences are written at the end of each unit’s notes though they don't fully encompass the unit’s full learning and/or lack depth of learning | EITHERAn attempt at writing 1-2 sentences is seen for each unit’s set of notes ORInconsistent use of summaries/ synthesis at the end of unit's notes |