**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 | EITHER  All notes show evidence of 2 dates of note interactions  OR  Most 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,  OR  Most 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 notes  OR  Most 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 | EITHER  An attempt at writing 1-2 sentences is seen for each unit’s set of notes  OR  Inconsistent use of summaries/ synthesis at the end of unit's notes |