Arriola

***My Page***

**Interactive Notebook Score Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Page number range | Notebook  Score | #Teacher Signatures or Stamps/#Total x 100 | Special Assignment Name  And score | Total  Score | Graded  by |
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| *Notebook Score Guide* |  |
| *Summaries for lecture notes* | *2pt* |
| *Up to date table of contents* | *1pt* |
| *No loose papers (use tape or glue, no staples!)* | *1pt* |
| *Readable penmanship* | *1pt* |
| *Total Possible* | *5pts* |

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| --- | --- |
| *Point converter* |  |
| *5 points* | *105* |
| *4 points* | *95* |
| *3 point* | *85* |
| *2 points* | *75* |
| *1 point* | *65* |

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| **FIVE POINT SCORING RUBRIC for special assignment** |  |
| * all of the requirements are evident and EXCEEDED * the product is VERY neatly done and EXTREMELY well organized * the product shows LOTS of creativity and is colorfully illustrated * completed on time | **5 Points - a WOW product** |
| * all of the requirements are evident * the product is neatly done and well organized * the product shows creativity and is colorfully illustrated * completed on time | **4 Points - What is EXPECTED** |
| * the requirements are evident (maybe 1 or 2 are missing) * the product is neatly done and organized * the product shows some creativity and is illustrated * completed on time | **3 Points – Almost What is EXPECTED** |
| * the requirements are evident (maybe 3 or 4 are missing) * the product is done and sort of organized * the product shows little creativity and is illustrated * completed on time | **2 Points – Sort of What is EXPECTED** |
| * MANY of the requirements are NOT PRESENT * the product is VERY POORLY done and POORLY organized * the product shows little TO NO creativity and THE illustrations IS POORLY DONE | **1 Point – Two or More parts is missing** |
| * Unscorable or no product | **0 Points - Does not meet Standards** |

**Self-assessment**

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| Rubric category | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: |
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| 2. |  |  |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |  |  |
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| Total |  |  |  |  |  |  |  |  |  |

**Self Assessment Rubric**

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| Categories | 4 | 3 | 2 | 1 |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

**Notes to self: what I have learned about how I learn or what I need to do to improve**

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| Date | Notes |
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### Levels of Thinking

**EASY Level 1: Basic Input / Gathering Information**

# Complete Count Match Name Define Scan

# Observe Describe Identify List Select Recite

**MEDIUM Level 2: Processing Information**

### Compare Contrast Sort Distinguish Explain why Infer Sequence Analyze Synthesize Make Analogies

**HARD Level 3: Creating Your Own Ideas**

Evaluate Generalize Imagine Judge Predict If/Then Speculate Hypothesize Forecast Idealize Apply he Principle

**SUMMARY TWO-PAGER**

A TWO-PAGER is a written and graphic interpretation of the unit presented on two facing open notebook sheets of paper. It should highlight the thoughts and understanding of the information and the relationships between the major concepts. It should be an avenue for reviewing the unit. Both ENTIRE PAGES should be covered with information. Use at least 3 colors. If you use computer paper, use only ONE side of 2 papers so that you can attach them in your notebook and still be able to see the information.

**Required Information:**

1. A title describing the **major concept**(s)
2. The specific Chapter or Unit being covered
3. A **large** DIAGRAM with a BORDER – Multiple Colors must be used to reflect major concepts and key information. The diagram must reflect aspects of the unit, concepts, vocabulary or real life applications.
4. A minimum TEN WORD caption for the diagram must be written below the diagram. The caption must summarize the diagram’s key concept.
5. A summary of at least 5 sentences explaining the major concepts of the unit must be written.
6. At least five key vocabulary terms must be used and highlighted in the summary.
7. An explanation or illustration of a vocabulary word or idea that demonstrates understanding.
8. There must be a QUESTION BOX. Inside the Question Box write two questions/assignments that would require critical thinking to complete. Use the Levels of Thinking pyramid above to help you do this.
9. Write the answers to the questions you created.
10. Something creative (your choice) showing or explaining how the information relates to some aspect of your life.



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# Adult Input Page

# Required Once a Week – Due during the Notebook Check

**To the Adult** – this page will allow your son or daughter to better learn chemistry. When a person teaches another, both learn, but the ‘teacher’ often learns much more than the ‘student.’

* The task of your son or daughter is to discuss and teach a concept covered in class with you.
* You should write down one or two sentences explaining what YOU LEARNED from the discussion and tutoring. Not just that it took place. Without your writing what was learned, full credit for the ‘teaching’ will not be earned by the student.

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| --- | --- | --- |
| **Week # Date** | **What was LEARNED – This must be a sentence about something the Adult and Student discussed and the Adult learned – *Written by the ADULT*** | **Adult Signature** |
| **1** |  |  |
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| **18** |  |  |

*ONE A WEEK, THAT’S ALL THAT’S ASKED*