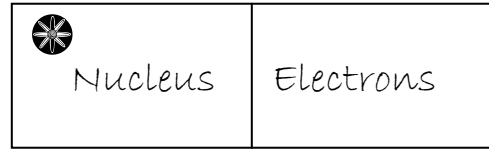


**Foldable Notes Introduction and Rubric**  
Handout

Name \_\_\_\_\_  
Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Period \_\_\_\_

Using many of the Habits of Mind:

- ✓ precision of thinking and language
- ✓ persistence
- ✓ drawing on experience
- ✓ creativity
- ✓ checking accuracy
- ✓ questioning



an Atomic structure foldable

Throughout the year you will need to organize science information into a creative and engaging summary presentation called Foldable Notes. We will make the basic foldable in class and you will add information from the unit we are studying as classwork or at home. A foldable is equal to a double test score so it is important to work diligently on it and keep it in a safe place.

Refer to the rubric as you create and evaluate the foldable as you work to earn the best grade for your efforts. When the foldable is collected you and a peer will rate the foldable by assigning points as outlined in the rubric. You will also include two sentences: one stating a part of the foldable they thought was especially well done and the second sentence should suggest something to improve the project. Leaving off these evaluations reduces the possible score for the foldable. Students who create exceptional foldables can earn 5 extra **WOW** points from the teacher who makes the final evaluation. Late foldables will lose points so work on it whenever you have time so it will be ready on the due date.

Foldables make excellent tools to review the "Big Ideas" in science and so will be archived in the science classroom until spring. They make great tools to review for important tests.

All written information **MUST** be in the student's own words. Any graphics found on the Internet and used in the foldable must credit the site and include the full URL on the back of the foldable.

**KEEP THIS HANDOUT IN YOUR BINDER TO REFER TO ALL YEAR!**



## Foldable Notes Rubric

Element	Science Content Info.	Diagrams	Organization
<b>Master</b>	Several new items of information beyond information presented in class. Student uses own words; <u>all</u> information is accurate to current knowledge (20 pts)	Several neat, Detailed drawings, pictures or Diagrams supporting or illustrating science info. Neat (20 pts)	All space used effectively; arranged logically. Engaging presentation; uses bullets Information easy to read & Locate. Internet resources Cited on back. Complete (10 pts)
<b>Apprentice</b>	Science concepts from the information presented in class is all present. Information is accurate & in own words (18pts)	Two basic drawings, pictures or diagrams related to the concept. Neat. (18 pts)	Small space unused; may be Difficult to find info. OR <u>Too much</u> information included; overloaded (8 pts)
<b>Novice</b>	Missing one of science concept from the guided notes/chapter sections. OR one item inaccurate. (16 pts)	Only one Drawing, picture or diagram is not neat, OR is inaccurate. (16 pts)	One fourth of space is unused OR difficult to read. Little logic in organization of information (6 pts)
<b>In-training</b>	Missing two or more of Science concepts from the info presented in class OR two items inaccurate OR info downloaded unchanged from Internet site (14 pts)	Drawing, picture or diagram is incomplete, OR doesn't support the science concept (14 pts)	One third of the space is unused; Or information is unorganized. The foldable is tattered or sloppy or illegible. No credit for info from the Internet (4 pts)

Student's Name: \_\_\_\_\_ Self Evaluation Score \_\_\_\_/\_\_\_\_/\_\_\_\_  
Total: \_\_\_\_\_

Area of strength: \_\_\_\_\_

Area for improvement: \_\_\_\_\_

Peer's Name: \_\_\_\_\_ Peer Evaluation: Score \_\_\_\_/\_\_\_\_/\_\_\_\_  
Total: \_\_\_\_\_

Area of strength: \_\_\_\_\_

Area for improvement: \_\_\_\_\_



Student Name \_\_\_\_\_ Period \_\_\_\_\_

Self Evaluation: Score \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Total: \_\_\_\_\_

Area of strength: \_\_\_\_\_

Area for improvement: \_\_\_\_\_

Peer Evaluation: Score \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Total: \_\_\_\_\_

Area of strength: \_\_\_\_\_

Area for improvement: \_\_\_\_\_

Mrs. Kaiser: Late \_\_\_\_\_ Unprepared notice: \_\_\_\_\_ WOW pts \_\_\_\_\_

Score: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Final Score: \_\_\_\_\_

Student Name \_\_\_\_\_ Period \_\_\_\_\_

Self Evaluation: Score \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Total: \_\_\_\_\_

Area of strength: \_\_\_\_\_

Area for improvement: \_\_\_\_\_

Peer Evaluation: Score \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Total: \_\_\_\_\_

Area of strength: \_\_\_\_\_

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Mrs. Kaiser: Late \_\_\_\_\_ Unprepared notice: \_\_\_\_\_ WOW pts \_\_\_\_\_

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Self Evaluation: Score \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Total: \_\_\_\_\_

Area of strength: \_\_\_\_\_

Area for improvement: \_\_\_\_\_

Peer Evaluation: Score \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Total: \_\_\_\_\_

Area of strength: \_\_\_\_\_

Area for improvement: \_\_\_\_\_