APPENDIX C. NOTEBOOK SCORING CRITERIA AND SCALED RUBRIC

SEATTLE ELEMENTARY SCIENCE NOTEBOOKS STUDY RATINGS FORM – MAY 20, 2003

Reader Name: _____

Notebook #: _____

[Reader # 1 2]

Ratings (1 – 4 for each area)[1]:

I. Conceptual Understanding: _____

II. Scientific Thinking: _____

III. Expository Writing: _____

SCALED SCORING GUIDE

I. CONCEPTUAL UNDERSTANDING

1	2	3	4
LIMITED	***DEVELOPING***	***ADEQUATE***	***FULL***
Understanding of "big ideas" of unit Evidence of very limited understanding, e.g.: -sentence frames usually incomplete, or filled in non-sensically or inaccurately -questions not addressed	**Understanding of "big ideas" of unit** Evidence of partial but still incomplete understanding of major concepts. May be partly accurate and partly erroneous.	**Understanding of "big ideas" of unit** Evidence of "pretty close" understanding of key concepts: -may be some detail that is missing but still fairly solid understanding of central concepts -may be minor inaccuracies or inconsistencies -if there is a model or analogy, it may be somewhat incomplete or awkward. -may be some attempt at application of knowledge to new problem	**Understanding of "big ideas" of unit** Together, words and graphics/drawings demonstrate accurate and quite full grasp of the major concepts that were introduced. May include one or more of the following: -appropriate/accurate application of previous learning to new concepts and skills -extension of the new concept or skill to new problems or new phenomena

Reader Notes on Conceptual Understanding:

Quotes, pages of particular interest or value to you in making your ratings, questions

[1] **"0" Score:** reserved for non-scorable notebooks where there is virtually no response: charts are empty, sentence starters are blank, questions are copied but there is no response.

II. SCIENTIFIC THINKING

1	2	3	4
LIMITED	***DEVELOPING***	***ADEQUATE***	***FULL***
Use of inquiry skills, processes Random, disconnected "bits" of activity with no apparent purpose	**Use of inquiry skills, processes** Evidence of use of some skills, but often lacking thoroughness or sense of purpose, e.g. -partial records -little if any questioning	**Use of inquiry skills, processes** Most skills used accurately for the most part. Can be minor inconsistencies or occasional lack of thoroughness	**Use of inquiry skills, processes** Thorough and purposeful use of skills to advance learning – e.g. -accurate and full observations, with complete records -questioning stance related to phenomena, evidence, problems -designing investigations to test questions
Using evidence to draw inferences, support explanations Virtually no connection between explanation and evidence	**Using evidence to draw inferences, support explanations** Can be some inference-making but with limited reasonableness/accuracy or use of evidence.	**Using evidence to draw inferences, support explanations** Makes inferences that are reasonable but may be partial, incomplete, in consistent in a minor way.	**Using evidence to draw inferences, support explanations** Demonstrates understanding of relationship between data and inference: -draws reasonable inferences from data -uses appropriate data fully to support explanations
Demonstrating discipline perspective, "habits of mind" No evidence of awareness: -inaccurate reporting -random questioning	**Demonstrating discipline perspective, "habits of mind"** Very limited awareness, lacking explicit understanding	**Demonstrating discipline perspective, "habits of mind"** Some degree of awareness, e.g. -Honest reporting -Some explicit awareness of fair test and notion of variables.	**Demonstrating discipline perspective, "habits of mind"** Clear understanding of, e.g.: -honest and accurate reporting -fair test -nature of variables and their relationship to investigation and inference

Reader Notes on Scientific Thinking:

Quotes, pages of particular interest or value to you in making your ratings, questions

III. EXPOSITORY WRITING

1	2	3	4
LIMITED	***DEVELOPING***	***ADEQUATE***	***FULL***
Idea/content (Development) -unclear statement of idea or information -absent or irrelevant detail, disconnected material	**Idea/content (Development)** -Statement of idea or information discernable but may be incomplete -Minimal relevant detail	**Idea/content (Development)** -States idea or information clearly -Includes some relevant detail -May be minor inconsistencies or lack of fullness	**Idea/content (Development)** Has control of content: -states information or idea clearly -develops fully with relevant evidence, explanation, details
Organization/Sequence -random order -absent or mis-used transition words	**Organization/Sequence** -there is some apparent logic but inconsistent, mixed. -simplistic or partially inaccurate transition words	**Organization/Sequence** -Mostly logical sequence -May be some perfunctory, repetitive use of transition words, but basically sensible	**Organization/Sequence** -Details are sequenced logically -Appropriate transition words are used to show logical connections
Word choice -Missing key vocabulary, or inappropriate use	**Word choice** -Mix of accurate and inaccurate use of key terms	**Word choice** -Scientific vocab usually accurate, with minor inconsistencies -Vocab accurate but may be somewhat simplistic	**Word choice** -Scientific vocab used accurately. -Non-scientific vocab used effectively to clarify, explain
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Voice/authority	**Voice/authority**	**Voice/authority** -demonstrates some engagement	**Voice/authority** -Engaged voice, confidence with scientific stance. -May include self-reflection
Sentence structure & variety	**Sentence structure & variety**	**Sentence structure & variety** -varies sentence structure enough to show causation, comparison	**Sentence structure & variety** Command of sentence style: -can use multiple types of clauses and structures to clarify and develop ideas

Reader Notes on Expository Writing:

Quotes, pages of particular interest or value to you in making your ratings, questions