**Reader’s Notebook Scoring Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **90-100%** | **80-89%** | **70-79%** | **60-69%** | **Below 60%** |
| **Overall Requirements**  **Score: \_\_\_/\_\_\_** | Overall, exceeds requirements in all areas, including daily note taking. Outstanding work effort. (Bonus points are possible here!) | Meets all requirements with satisfactory effort, completion, quality and organization. | Meets all or most requirements with adequate work that varies in quality from strong to weak or incomplete. | Meets less than the minimum requirements, and/or the work is low quality or unfinished, reflecting uneffortful and incomplete work indicating low engagement. | Fails to complete the assigned work, take daily notes, and lacks organization. |
| **Quality of Entries**  **Score: \_\_\_/\_\_\_** | Entries are complete, thoughtful, and reflect a high level of cognitive engagement with the material. Reflects effortful performance. | Entries are thorough, detailed, and reflect understanding of the assignment and/or what is required by the purpose of the entry. | Some responses reflect thoughtful engagement with the material or purpose, but the quality varies from strong to less than satisfactory. | Entries are incomplete and some are missing. Reflects low effort and course engagement. | Fails to meet the quality requirements; unsatisfactory effort. |
| **Daily Note Pages**  **Score: \_\_\_/\_\_\_** | Notes pages reflecting *each day’s* class agenda are complete, have a consistent structure, employ short phrases, reflect course engagement, contain detail, and reflect work outside of class. | Contains note pages for every class session, meeting, but not exceeding the requirements. | Contains a note page for every class session, but one or two entries contain little content or effort at reviewing or further note-taking. | Missing note pages for class notes and work reflects low effort and re-engagement with the material. | Unsatisfactory daily note pages; pages missing or incomplete. |
| **Organization**  **Score: \_\_\_/\_\_\_**  *(Note: You may have different note entries and additional entries, so your TOC may not look like another student’s.)* | Notebook has neat, well-organized Table of Contents, each entry page is labeled with the title, the date, and the page number. The Table of Contents and the entries match up. | A majority of entries are neatly labeled, dated, and paginated and align with Table of Contents, | Satisfactory organization, but with a few entries missing the title, date, or page number. | Reflects minimal organization and little effortful preparation. | Unsatisfactory organization; does not meet the minimum requirements for organization. |
| **\_\_\_\_\_/\_\_\_\_\_ POINTS** | | | | | |

**Psych Unit:** **Two psychology chapters and one APA article annotations, 10 points each:**

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| **Article/Scores** | **Outstanding**  **90-100%** | **Satisfactory**  **80-89%** | **Emerging**  **70-79%** | **Unsatisfactory**  **60-69%** | **Incomplete**  **<60%** |
| “Why Science?”  Score: \_\_\_/\_\_\_ | Key elements highlighted and labeled including main idea, supporting ideas/reasons,  supporting facts and other evidence, headings, terms, and questions. Work reflects engaged effort, critical thinking, and CLOSE, ACCURATE  READING. | Article is highlighted and labeled (annotated) thoroughly with a high degree of accuracy, with adequate effort and evidence of close reading. | Article is highlighted and annotated and the work shows some effortful engagement, but lacks completeness and accuracy. | Article is incompletely highlighted and labeled, does not reflect effortful engagement, and lacks in completeness and accuracy. | Article contains some highlighting and labeling, but the work is incomplete and does not reflect CLOSE, ACCURATE READING. |
| “The Nature/Nurture Question”  Score: \_\_\_/\_\_\_ | Key elements highlighted and labeled including main idea, supporting ideas/reasons,  supporting facts and other evidence, headings, terms, and questions. Work reflects engaged effort, critical thinking, and CLOSE, ACCURATE  READING. | Article is highlighted and labeled (annotated) thoroughly with a high degree of accuracy, with adequate effort and evidence of close reading. | Article is highlighted and annotated and the work shows some effortful engagement, but lacks completeness and accuracy. | Article is incompletely highlighted and labeled, does not reflect effortful engagement, and lacks in completeness and accuracy. | Article contains some highlighting and labeling, but the work is incomplete and does not reflect CLOSE, ACCURATE READING. |
| “Intelligence and Achievement Testing: Is the Half-Full Glass Getting Fuller?”  Score: \_\_\_/\_\_\_ | Key elements highlighted and labeled including main idea, supporting ideas/reasons,  supporting facts and other evidence, headings, terms, and questions. Work reflects engaged effort, critical thinking, and CLOSE, ACCURATE  READING. | Article is highlighted and labeled (annotated) thoroughly with a high degree of accuracy, with adequate effort and evidence of close reading. | Article is highlighted and annotated and the work shows some effortful engagement, but lacks completeness and accuracy. | Article is incompletely highlighted and labeled, does not reflect effortful engagement, and lacks in completeness and accuracy. | Article contains some highlighting and labeling, but the work is incomplete and does not reflect CLOSE, ACCURATE READING. |
| **Score: \_\_\_\_/\_\_\_\_ TOTAL POINTS** | | | | | |

**Annotation Comments:**