**Participation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall: /60**

Student has work out and is in seat when the bell rings Student uses class time effectively

Student is consistently on time Student works diligently to complete work

Student is “present” Student is engaged - not easily distracted by cell phone, by laptop, or by side conversations

Student respects others; **not talking as others share ideas, builds own thoughts upon the ideas of others**

# Student does not use phone in class; student does not have phone hidden on desk or in lap during class

# 

Attentiveness: Student is engaged and active as a listener; Monitors own contributions to not dominate “air-time”

Contributions: Student contributes to large group conversations with reactions, questions, and statements

Student functions effectively in small group conversations, contributing and engaging with others

Does more than “I disagree with \_\_\_\_”; validates the ideas of others encouraging others to engage

Discussions: ***Consistently*** contributes ideas and questions to further the learning of self and others

***Regularly*** offers unique ideas; makes connections between current learning and previous learning.

Makes references to specific passages in text to support analysis

**Journal Entries – Portfolio Submitted late= -15%/day Overall: / .**

Daily work is organized and useful for a later review. Wire brads are used – papers are not loose.

Does History Matter – #20

1. History KF Questions

2. Horsey Handout #1 with peer edit & stamp

3. Horsey Handout #2

4. 3 KQs

-Ideas brainstormed

-Synthesized information explaining student ideas & ways the information might be utilized in life

-Quality, student’s own ideas clear, shows depth of connections, synthesis is more than explanation; includes support from student’s own experience

**Journal assignments are legible and chronologically presented; journal is organized.**

All papers include a clearly visible heading with name and date at the beginning of the entry

Journal entries are ***consistently*** strong – no decline in quantity or quality of contributions

No ‘days off’; missed work (for absences) is made up and included in journal

Daily work shows evidence that student is actively listening:

Student takes notes on recommended material (suggested or modelled by teacher)

Student carefully documents student ideas & questions during in-class discussions

Student **does more** than list ideas presented in class – student notes reflect linking of ideas

Daily assignments and homework show evidence of thinking:

Student thoroughly responds to prompts assigned in-class and for homework

***Student distinguishes his/her ideas in own notes***

Extensions: Student brings a variety of outside sources into journal – both from online and other sources.

Outside information is newly acquired, includes development of individual student thought

There is visual evidence that student has read and processed the new, researched ideas; Sources are cited

Student purposefully uses outline, visual, & abstract methods to demonstrate understanding for different ideas

All work from others is properly cited and given credit

**Critical Reading–Course Work Overall: / .**

* Nat. Sci. KF Questions (pink)
* **Kuhn – Chapter 1**
* **Kuhn – Chapter 2**
* **Kuhn – Jigsaw Chapter**
* **Kuhn – Chapter 13**
* Franklin Reading
* History KF Questions (brown)

**Markings in the text** or separate student notes show evidence of the following:

* Consistently identifying significant passages; CM explains relevance
* Consistent evidence of questions and making insightful connections
* Regularly recognizing key words and locating author’s arguments
* Paraphrasing important passages and evaluating the author’s ideas