

Notes & Talking To the Text (T4) Rubric

Talking to the text and note taking, thinking about your thinking, making the invisible visible, metacognition. You will earn your grade based on how well you critically think about the textbook/supplimental text and how well you are showing what it is about which you are thinking. Guidelines and grading criteria for your notes and/or T4 are given below.

Score	Grade	Explanation
80 and up	A	<p>Reflective, thoughtful, insightful interaction will ALL the text (first page to the last page). Very clear and thorough demonstration of most or all of the following: Synthesizing main ideas, QUESTIONING, COMMENTING, CONNECTING (text to my class work/text to other classes/text to my past experiences--specifically), predicting and confirming. T4 comments go BEYOND the text and are appropriate and related to the text in some way. Where applicable, has graphic notes which stress important concepts. Has page numbers from text. References Questions and Assessment Statements for the chapter. Uses different colors. Highlighted material is accompanied by useful commentary reflective of thought. Has ANSWERS to the questions asked in the "Connection" section. Shows evidence of having looked at the notes on MULTIPLE OCCASSIONS (i.e., multiple colors of ink, highlights, etc.). Understands the subtle nuances of the text while still demonstrating an understanding of the big picture.</p>
Score	Grade	Explanation
70 to 79	B	<p>A reasonable demonstration of the thought process is evident with ALL of the text (first page to the last). Mature thinking is obvious. A clear demonstration of AT LEAST FOUR OF THE FOLLOWING: Synthesizing main ideas, QUESTIONING, COMMENTING, CONNECTING (text to my class work/text to other classes/text to my past experiences--specifically), predicting and/or confirming. T4 comments are appropriate. Has some questions but has gotten very few answers for them. Some evidence for having gone over the notes, but is missing some of the elements described above. Made some connections with Questions and Assessment Statements. Has page numbers from the text. Gets the big picture, but struggles with the details (or vice versa--struggles with one or the other).</p>

Score	Grade	Explanation
60 to 69	C	Some evidence of interaction with 75% or more of the text, CLEARLY TRYING to use AT LEAST THREE of the following strategies: Synthesizing main ideas, QUESTIONING, COMMENTING, CONNECTING (text to my class work/text to other classes/text to my past experiences--specifically), predicting and confirming. Too much focus on the surface level meaning (literal meaning). Simply re-writes text 'verbatim' from the reading material with little original thought. Has little commentary for highlighted/underlined material. Highlights/underlines too much or too little. Most questions/connections are superficial and simply based on a literal interpretation of the text. The questions asked have very few answers. Student struggles to "dig deep" and analyze the text. Little evidence for having gone over the notes more than once (little to no highlighting of notes, one color ink).
Score	Grade	Explanation
50 to 59	C-	Little evidence for having interacted with the text. Uses ONLY TWO of the strategies: Synthesizing main ideas, QUESTIONING, COMMENTING, CONNECTING (text to my class work/text to other classes/text to my past experiences--specifically), predicting and confirming. Focuses on the surface level meaning (literal meaning) only. Simply re-writes text 'verbatim' from the reading material with little to no original thought. Has little to no commentary for highlighted/underlined material. All questions/connections are superficial and based on a literal interpretation of the text. The questions asked have very few, if any answers. Student's analysis of the text is very weak. No evidence for having gone over the notes after originally taking them; notes simply written in one color.
Score	Grade	Explanation
25 and 49	D	Little evidence of interacting with the text, spotty at best. Did not finish the assignment (>75%). Uses ONLY ONE of the strategies: Synthesizing main ideas, QUESTIONING, COMMENTING, CONNECTING (text to my class work/text to other classes/text to my past experiences--specifically), predicting and confirming. Little if anything is written down. Terse statements that have only a superficial relation to the meaning of the text. No evidence for having gone over the notes after originally taking them; notes simply written in one color. Little to no commentary accompanying highlighted/written material. Most of commentary is unrelated intellectually to the text. No page numbers from where the notes came. All questions/connections are based on a literal interpretation of the text. The questions asked lack answers and indicate the student has done nothing to dissect the material.

Score	Grade	Explanation
Below 25	F	Did not complete most or all of the assignment (>25%), or very little to no evidence for interacting with the text. Heavy on key words/vocabulary in notes. No synthesis of the main ideas. No attempt at metacognition. No questioning, commentary is superficial and has nothing to do with an intellectual interpretation of the text.