

# 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

<i>Living</i>	<i>Non-living</i>
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a foldable about Living & Non-Living items

As an alternative assessment, students will be asked to organize science content information into a creative and engaging summary presentation called Foldable Notes. Students make the basic foldable in class and then add information as homework as the unit is covered. A foldable is equal to a test score and a great way to show understanding that is NOT a test.

Using the rubric that follows, the foldable will be evaluated by the student, a peer and the teacher. Refer to the rubric as the foldable is created and evaluate it while in progress to earn the best grade for your work.

- Both students rate the foldable by evaluating the product according to the description in each category of the rubric.
- They also include two sentences: one stating a part of the foldable they thought was especially well done and the second one suggesting something for improvement. Leaving out these evaluations reduces the possible score for the foldable by 5 points.
- Students who create exceptional foldables can earn 5 extra **WOW** points from the teacher. Foldables will be accepted up to 2 days late but will lose up to 10 points.

Students gain an understanding of the science concept as they construct the foldable. Foldables make excellent tools to review the "Big Ideas" in science and so will be archived in the students' Portfolio until spring.

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 TO REFER TO DURING THE ENTIRE SCHOOL YEAR!



## Foldable Notes Rubric (revised '19)

Element	Science Content Info.	Diagrams	Organization
<b>Master</b>  <b>4</b>	At least one new item of information beyond handouts/notes/chapter section/s studied. Student uses own words to summarize ideas; <u>all</u> information is accurate to current knowledge.	5+ detailed drawings, pictures or diagrams supporting or illustrating science content that help reader understand the science concepts. Neat & colorful	All space used effectively; arranged logically. Engaging presentation; uses bullets Information easy to read & Locate. Easy to read ink color If Internet resources used, Cited.
<b>Apprentice</b>  <b>3</b>	Science concepts from the handouts/ notes/chapter section/s all present. Information is accurate & in own words	4 basic drawings, pictures or diagrams illustrating the concept. Neat & colorful.	Only small space unused; few bullets used, some summarizing <u>Too much</u> information may be presented. Difficult to find info included; overloaded
<b>Novice</b>  <b>2</b>	Missing one of science concept from the handout /notes/chapter sections. OR one item inaccurate.	Pictures or diagrams are not neat; looks rushed. Still colorful. OR a diagram is inaccurate	One fourth of space is unused OR difficult to read. Little logic in organization of information No bullets used to organize information
<b>In-training</b>  <b>1</b>	Missing two or more of Science concepts from the handouts/notes/chapter sections. OR two items inaccurate OR info downloaded unchanged from Internet site	Fewer than 3 Drawings picture or diagram is incomplete, OR doesn't support the science concept; not colored OR not neat	One third of the space is unused; OR information is unorganized. The foldable is tattered or sloppy or illegible. Peer &/or self-evaluation missing.

Use the performance levels 1-4 to rate yourself and a peer on each foldable you create. Your category must match the description at the level you have assigned.

Self-Evaluation: Score \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

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

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

Peer Evaluation: Score \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Name: \_\_\_\_\_

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

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

**Trout Development, mitosis, DNA and cell organization  
Foldable**

Name \_\_\_\_\_ Per \_\_\_\_\_

**DUE DATE** \_\_\_\_\_

Make connections in your foldable by focusing on our growing and developing trout.

- Describe and show the mitosis process that results in the trout growing in size and complexity over a few weeks.
- Explain how DNA must be copied before the cells can reproduce. Include drawings or images.
- In your foldable use the four doors to describe the four levels of cell organization:

Cells

Tissue

Organs

Organ Systems

- Use the image of a dissected fish provided to you to show some of the organs found in a fish. Make connections to the system the organ is in and the function they perform for the fish.

Refer to these sections in your book:

Chapter 3 section 5; Chapter 4 section 4; Chapter 11 section 2; Chapter 14 section 1

Or other sections **YOU** find that are helpful.

Review the videos, power points and other information posted at <http://pinescience.weebly.com>

A good place to start is to organize your thinking and how you will present it by making a plan like a story board on lined paper. Refer to the general foldable rubric as you go so that all important connections are made in your finished foldable.

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