

Notecard Rubric: Quantitative Data Representation (chart/table/graph/etc.)

2013-2014

Note Card Element	Approved (A)	Not Yet Approved (F)
Title	<ul style="list-style-type: none"> ✓ The student gives the note card a title that represents a clear main idea of the chart/table/graph and may aid in categorization. 	<ul style="list-style-type: none"> ☐ The student does not give the note card a title OR the title given does not represent the main idea of the chart/table/graph.
Source	<ul style="list-style-type: none"> ✓ The student attaches the note card to the Works Cited by choosing the source from which the chart/table/graph came from in the drop down list. 	<ul style="list-style-type: none"> ☐ The student did not attach the note card to a source in the Works Cited OR attached the note card to the incorrect source.
Tag	<ul style="list-style-type: none"> ✓ The student tags the note card with the correct name of the class in which it will be graded. 	<ul style="list-style-type: none"> ☐ The student does not tag the note card OR the student tags the card incorrectly.
Direct Quotation	<p>The chart/table/graph etc. is of sufficient quality meaning the information chosen will:</p> <ul style="list-style-type: none"> ✓ Contribute to the development of the student’s conceptual understanding of the topic OR ✓ Contribute to the possible development of a claim (B) or counter argument. ✓ The student copies and pastes the entire chart/table/graph etc. OR an appropriate portion of the chart/table/graph etc. directly from the source. ✓ The student includes the author’s last name and a page number from the source in parentheses below the chart/table/graph etc. 	<p>The chart/table/graph etc. is NOT of sufficient quality meaning the information chosen will NOT:</p> <ul style="list-style-type: none"> ☐ Contribute to the development of the student’s conceptual understanding of the topic NOR ☐ Contribute to the possible development of a claim (B) or counter argument. ☐ The student NEITHER copies and pastes the entire chart/table/graph/etc. NOR an appropriate portion of the chart/table/graph etc. directly from the source. ☐ The student does NOT include the author’s last name and a page number from the source in parentheses below the chart/table/graph etc.
Paraphrase	<ul style="list-style-type: none"> ✓ Type: The student identifies the type of data source chosen (bar graph, table, line graph, etc.) ✓ Context: The student explains background information necessary to understanding the data source. ✓ Title: The student paraphrases the title of the data source. ✓ Variables: The student paraphrases the variables and identifies which variable is independent and which is dependent. ✓ Correlation: The student identifies AND explains the correlation between the variables (positive, negative, or no correlation). ✓ No misconceptions in student comprehension are evident. ✓ Unknown vocabulary is defined in student’s own words in parentheses after the word. 	<ul style="list-style-type: none"> ☐ Type: The student does NOT identify the type of data source chosen (bar graph, table, line graph, etc.) ☐ Context: The student does NOT explain background information necessary to understanding the data source. ☐ Title: The student does NOT paraphrase the title of the data source. ☐ Variables: The student does NOT paraphrase the variables and/or does NOT identify which variable is independent and which is dependent. ☐ Correlation: The student does NOT describe the correlation between the variables (positive, negative, or no correlation). ☐ Misconceptions in student comprehension are evident. ☐ Unknown vocabulary is NOT defined in student’s own words in parentheses after the word.
My Ideas	<ul style="list-style-type: none"> ✓ Student describes any patterns or lack of patterns present in the data set AND draws conclusions about the pattern or lack of pattern. <p style="text-align: center;">AND</p> <p>Student clearly articulates how the information in the direct quotation:</p> <ul style="list-style-type: none"> ✓ Develops background information to the driving question OR ✓ Contributes to the development of a claim (B) or counterargument. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ✓ Plans next steps for using this information in the research process (Strategizing where the quotation will best work within the essay, planning what additional information they should gather, posing questions that arise from the information, etc.) 	<ul style="list-style-type: none"> ☐ Student does NOT describe any patterns or lack of patterns present in the data set AND does NOT draw conclusions about the pattern or lack of pattern. <p style="text-align: center;">AND/OR</p> <p>Student does NOT clearly articulate how the information in the direct quotation:</p> <ul style="list-style-type: none"> ☐ Develops background information to the driving question OR ☐ Contributes to the development of a claim (B) or counterargument. <p style="text-align: center;">AND/OR does NOT</p> <ul style="list-style-type: none"> ☐ Plan next steps for using this information in the research process (Strategizing where the quotation will best work within the essay, planning what additional information they should gather, posing questions that arise from the information, etc.)

Requirement: 100% of the required Note Cards must receive an “OK” for the student to have “completed” the notecard assignment.