# Table of Contents for Interactive Notebook

**Unit:** ________________

**Name:** ___________________________  **Date Submitted:** _____________

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## NOTEBOOK 10-POINT SCORING RUBRIC

### 10 Points (A WOW Product)
- All of the requirements are evident and EXCEEDED.
- The product is VERY neatly done and EXTREMELY well-organized.
- The product shows LOTS of creativity and is colorfully illustrated.
- Completed on time

### 8 Points (What Is EXPECTED)
- All of the requirements are evident.
- The product is neatly done and well-organized.
- The product shows creativity and is colorfully illustrated.
- Completed on time

### 6 Points (Almost What Is EXPECTED)
- The requirements are evident (maybe a few are missing).
- The product is neatly done and organized.
- The product shows some creativity and is illustrated.
- Completed on time

### 4 Points (Sort of What Is EXPECTED)
- The requirements are evident (many are missing).
- The product is done and sort of organized.
- The product shows little creativity and is illustrated.
- Completed on time

### 2 Points (Not What Is EXPECTED)
- MANY of the requirements are NOT PRESENT.
- The product is VERY POORLY done and POORLY organized.
- The product shows LITTLE TO NO creativity and illustrations are POORLY done.
- Completed on time

### 0 Points (Does not meet Standards)
- Unscorable or no product
Interactive Notebook Scoring Rubric

5+
Notebook exceeds all expectations; demonstrates superior understanding of material in unit through left side processing and questioning in Cornell notes; includes review materials.

5.0
Contents are complete, dated and labeled; left sides/right sides show mastery pattern of organization; notes are Cornell style with excellent questioning and go beyond basic requirements; notebook integrates other sources of information; demonstrates extensive left side processing of information; uses color in a meaningful way throughout notebook; includes effective diagrams and pictures; shows impressive, in-depth reflection about the work; includes significant adult signature and comments; pages are numbered correctly.

4.5
Contents are missing no more than 1 assignment, dated and labeled; left sides/right sides show well-developed pattern of organization; notes are Cornell style with good questioning; demonstrates satisfactory amount of left side processing of information; uses color in a meaningful way; includes effective diagrams and pictures; shows thorough reflection about the work; includes significant adult signature; pages are numbered correctly.

4.2
Contents are mostly complete (~2–3 missing/incomplete pieces), dated and labeled; left sides/right sides show basic pattern of organization; notes are Cornell style with questioning; demonstrates some left side processing of information; uses color; includes diagrams and pictures; shows reflection about the work; has significant adult signature; pages are numbered correctly.

4.0
Contents are somewhat complete (~4–5 missing/incomplete pieces), dated, labeled and legible; notes are Cornell style with some questions; left sides/right sides show developing pattern of organization; left sides include some processing of information; uses color; includes diagrams and pictures; has reflection; has significant adult signature; pages are numbered correctly.

3.7
Contents are somewhat complete (max. 5 missing/incomplete pieces), dated, labeled and legible; notes are Cornell style; left sides/right sides show developing pattern of organization; left sides include some processing of information or minimal processing; work includes diagrams and pictures; has reflection; pages are numbered correctly.

MAXIMUM SCORE WITH NO ADULT SIGNATURE & COMMENTS

3.2
Contents are partially complete, dated, labeled and legible; notes are Cornell style; left sides/right sides show random pattern; few left sides include processing of information; has minimal reflection; pages are numbered.

2.0
Contents are incomplete; some attempt at dating and labeling entries is made; left sides/right sides show little pattern; minimal left side processing of information; no reflection; pages are numbered.

1.0
Notebook turned in; few assignments are included; most inserts not attached to notebook; too incomplete to evaluate.
The left side of the page demonstrates your understanding of the information from the right side of the page. You work with the input and interact with the information is creative, unique and individual ways. The left side incorporates and reflects how you learn science as well as what you learn in science. The 12 “Clock” questions below help focus your attention and guide your learning of the science content and concepts.

**What goes on the Left Side? Output goes on the left!**

Left side items include:
- Brainstorming,
- Discovery headlines,
- Biography posters,
- Concept maps,
- Riddles,
- Your questions,
- Pictographs,
- Cartoons,
- Poetry and songs,
- Metaphors and analogies,
- Venn diagrams,
- Data and graphs you generate,
- Analysis writing,
- Reflection writing,
- Quickwrite,
- Four square analogies,
- Mnemonics,
- Significant statements,
- Flowcharts,
- Graphic organizers,
- Drawings,
- Writing prompts,
- Other creative avenues for processing information

**Things to Know About Left Sides**

- Every left side page gets used.
- Always use color... It helps the brain learn and organize information.
- Quizzes and tests are left side items.
- Homework problems are left sides. (But they don’t take the place of processing your notes!)

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### The Clock Questions

1. Write a science fiction story.
2. Paraphrase this information in 2 sentences.
3. Create and solve 3 original problems.
4. Write 4 “What if...” statements about this topic.
5. Create a visual illustration explaining this information.
6. Write a letter to ______ about this issue.
7. Compare & contrast 2 ideas with Venn diagram.
8. Create a concept map to show the relationships within this topic.
9. Make Vocabulary cartoons from this topic.
10. Explain the application of this information to a real life situation.
11. What more do I want to learn about this topic?
12. What’s my study plan to learn this information?
Interactive Notebooks

The Left Side

The left page demonstrates your understanding of the information from the right side of the page. You work with the input from the right side and interact with the information in creative, unique and individual ways. The left side incorporates different styles of learning and allows you use your strength and interests to learn the material.

What goes on the left side?

- Study questions
- Venn diagrams
- Cartoons
- Mnemonics
- Guided reading
- Tests
- Other creative avenues for processing information

- Concept maps
- Graphic organizers
- Comic strips
- Drawings/Vocab drawings
- Analysis writing
- Quizzes
- Reflection writing
- Word chains

Things to know about the left side!

➤ Every left side gets used.
➤ Always use color – it helps the brain learn and organize information.

~ 1 ~
Create a comic strip or cartoon that summarizes the main concepts.

~ 2 ~
Explain how this topic relates to your everyday life.

~ 3 ~
Compare and contrast two ideas with a Venn diagram.

~ 4 ~
Create a concept map to show relationships within this topic.

~ 5 ~
Create a mnemonic to help you remember the information.

~ 6 ~
Create a metaphor, analogy or riddle.

~ 7 ~
Write four “What if...” statements about this topic.

~ 8 ~
Create a Crossword from the info on the right.

~ 9 ~
Draw a picture that explains this information.

~ 10 ~
Write a letter to the editor of the newspaper about this issue.

~ 11 ~
What is my study plan to learn this information?

~ 12 ~
Write a poem or song that summarizes the main idea.
Interactive Notebooks will be used in this class daily to help you learn and remember important chemistry concepts. *Why do they work?* This notebook style uses both the right and left hemispheres of the brain to help you sort, categorize, remember and creatively interact with the new knowledge you are gaining. The more you process information, the more you begin to understand it. This leads to longer retention.

*What goes on the right side? INPUT GOES ON THE RIGHT!*

Input is all the information that you are supposed to learn. Some examples of input are: thrilling notes: lecture, guest speaker, text or other source; vocabulary words; video and film notes; teacher questions; readings: questions and answers; sample problems; and lab information and procedures.

**The Keys to Fantastic Right Sides**

- Always start the page with the date and title at the top.
- Right sides have odd numbered pages.
- The right page is for writing down information you are given in class.
- Use Cornell notes for lecture, discussion, text, etc. Write up your study questions ASAP.
- Write legibly. Use highlighting and color to make important information stand out.
- Write summaries at the bottom of each page of notes to reduce the amount you have to study.

**Sample Cornell Style Notes**

<table>
<thead>
<tr>
<th>Student Questions</th>
<th>Factual Information</th>
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<tr>
<td>Why are plants green instead of blue or red?</td>
<td>Scientists note that plants are green. Many hypotheses have been proposed to understand plant color.</td>
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<tr>
<td>How does photosynthesis work to make food?</td>
<td>Photosynthesis means to put together with light meaning that plants use a process to produce food and energy from light.</td>
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<tr>
<td>What’s the difference between transmit and absorb?</td>
<td>Plants are green because they transmit green light.</td>
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<tr>
<td><em>Ask in class tomorrow: What is the key difference between photosystem I and II? Do all plants need both? What about shade plants?</em></td>
<td>Photosystem I: Sun’s energy breaks water into two. Electrons are set free and boost energy levels… Chlorophyll absorbs the free energy during sunlight hours, NADPH+…</td>
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Interactive Notebooks
The Right Side

You will use your interactive notebook in every class to help you learn and remember important concepts. This notebook format helps you sort, categorize, remember and creatively interact with new information you are learning. The more you process the information the more you begin to understand it.

What goes on the right side?
- All of the information that you are supposed to learn.
- Examples include:
  - Lecture Notes, Lecture Guides, Worksheets, Quizzes, Sample Problems
  - Text, Guided Readings, Notes on Films or Videos
  - Vocabulary words, Sample Problems
  - Lab information and procedures

Things to know about the right side!
- Always start the page with the date and title at the top of the page.
- Right sides have odd numbered pages.
- The right side is for writing down information you are given in class.
- All Notes are in Cornell Note Style.
- Write legibly. Use highlighting and color to make important information stand out.
- At the bottom of each page of notes, write a summary/reflection of the important concepts.

How often should I review the information on the right side?
- **OFTEN!**
- Re-read and continue to review the information on the right side throughout the unit.

Costa’s Level of Thinking
Level 1 = Yellow Highlight
Level 2 = Pink Highlight
Level 3 = Green Highlight
Toward the end of each unit, you will be called upon to reflect on your work. This writing sample begins on the left side on the notebook and continues on the right. While there is no required length, high quality reflection uses 1–2 pages of the notebook. **Attach the parent feedback form** (with comments and signature) at the bottom of the right hand page.

1) Select up to four items that represent your best work—two from the left side, two from the right side. **In several reflective paragraphs**, address the specific reasons you chose these items as your best work as well as what these assignments reflect about your skills as a scientist-student.

   **High quality reflection** includes your consideration of the following in reference to your best work: what you learned from the activity, how you learned from it, what aspects of the work were high quality, what you would do differently in the future (and why), what makes you proud of this particular work, what made the activity worthwhile for you, how this work impacts your view of the world, what information you learned that was new to you, etc. High quality reflection also examines your skills as a student and as a scientist. Skills you might discuss are organization, analysis, logic, creativity, thoroughness, accuracy of information, ability to put new information together, understanding new concepts, etc. **Please note: Reasoning that it was “fun” or just that you liked it is NOT adequate reflection.**

2) Indicate your overall rating of your notebook based on the 1–5 rubric. Explain why you have earned this rating. Has your notebook improved from past notebooks?

3) What specific study skills have you employed to be successful in this class? What organizational strategies that appear in the notebook helped you learn the most? Elaborate.

4) What are your goals for improvement in this class? List specific areas in which you feel you need to improve or need help improving.

5) What specific changes would you like to see in this class? Explain.
Toward the end of each unit, you will be called upon to reflect on your work. This writing sample begins on the left side on the notebook and continues on the right. While there is no required length, high quality reflection uses one to two pages of the notebook. Attach the parent feedback form (with comments and signature) at the bottom of the right hand page as required.

1) **High Quality Reflection of Work**: Select up to four items that represent your best work - two from the left side, two from the right side. Address the specific reasons that you chose these items as your best work, as well as what these assignments reflect about your skills as a scientist-student. *Please note: Reasoning that it was “fun” or just that you liked it, is NOT adequate reflection.* Some ideas to consider include:

- What about the left side activities helped you better understand and recall the material?
- How did you use different levels of questions to help you reach a deeper level of understanding?
- What did you learn from the activity (both content-wise and learning-wise)?
- What aspects of the work were high quality and why?
- What you would do differently in the future (and why)?

2) **Assessment of Skill Set**: High quality reflection also examines your skills as a student and as a scientist. Skills you might discuss are your organization, analysis, logic, creativity, thoroughness, accuracy of information, ability to put new information together, understanding new concepts, etc. What specific study skills have you employed to be successful in this class? What organizational strategies that appear in the notebook helped you learn the most? Elaborate.

3) **Assessment of Unit Work as Whole**: Indicate your overall rating of your notebook based on the rubric. Justify your rating with specific examples. Has your notebook improved from past notebooks? Explain.

4) **Looking to the Future**: What are your goals for improvement in this class? List specific areas in which you feel you need to improve or need help improving. What specific changes would you like to see in this class? Explain.
Dear Parent/Significant Adult:

This Interactive Notebook represents your student’s learning to date and should contain the work your student has completed in chemistry. Please take some time to look at the notebook with him/her, read his/her reflection and respond to any of the following:

📖 The work we found most interesting was ____________________________ because...

📖 What does the notebook reveal about your student’s learning habits or talents?

📖 My student’s biggest concern about this class is...

Parent/Significant Adult Signature:

Comments? Questions? Concerns? Feel free to call _________ or e-mail ___________________________