

Rubric For Binders	A / 4.0	B / 3.0	C / 2.0	D / 1.0 to F / 0.0
<b>Assessment</b>	<i>Masterful, fully engaged, able to generate new ideas</i>	<i>Proficient, skilled, competent, meeting expectations; engaged</i>	<i>Possessing of some skill, but still practicing; not fully engaged</i>	<i>Not yet proficient or unable to assess; not engaged</i>
<i>Binder framework, appearance &amp; organization</i>	Binder is unusually well organized, and looks particularly appealing; other students would pay to use this binder during an exam thanks to its high level of organization and content	Binder includes <b>table of contents, separators</b> between sections, and other tools necessary for <b>easy reading</b> and access to materials; all papers are <b>well-secured</b> ; sequence of content makes sense; <b>curriculum worksheet</b> is near front of binder and easy to use; another student would be able to use this binder with <b>ease</b> if provided with it during an exam	Binder is functional but somewhat sloppy in appearance; some loose paper; binder evidences “last minute” organization	Binder is not functional or difficult to use; binder looks bad; or binder is disorganized with significant loose paper and out-of-order work
<i>Convincing evidence of performance in class</i>	A <b>spot-check</b> of a variety of exams and worksheets verifies that the student has <b>accurately</b> portrayed his or her performance on curricular items using the <b>curriculum worksheet</b> ; binder shows that the student has <b>improved all (or nearly all) low scores</b> by attending tutorial sessions and getting signed evidence that he or she has improved his or her understanding	A <b>spot-check</b> of a variety of exams and worksheets verifies that the student has <b>accurately</b> portrayed his or her performance on curricular items using the <b>curriculum worksheet</b> ; binder shows that the student has <b>improved some low scores</b> by attending tutorial sessions and getting signed evidence that he or she has improved his or her understanding	A spot-check of a variety of exams and worksheets reveals that the student has been <b>somewhat sloppy</b> in portraying his or her performance on curricular items using the <b>curriculum worksheet</b> ; no intention to deceive necessary; or student is not engaging in the tutorial sections	Student has not made a strong connection between quiz & exam questions and items on the curricular worksheet; or there are clear discrepancies between the quiz & exam scores & the worksheet; or student is not engaging in the tutorial sections even for very low scores
<i>Commitment to working assigned problems &amp; activities</i>	A <b>spot-check</b> of a variety of assigned problems verifies that the student has done all (or more) than the assigned work; furthermore, this work is suitable for use <b>as a key</b> to be distributed to other students in the class.	A <b>spot-check</b> of a variety of assigned problems and activities verifies that student has done all the assigned work; furthermore this work is <b>clear</b> , unrushed, and understandable.	A <b>spot-check</b> of a variety of assigned problems and activities reveals that the student has <b>completed most, but not all</b> , of the assigned work; alternatively, the work is <b>not clear</b> or appears rushed or sloppy	Student has <b>not done a good job of keeping up</b> with the assigned problems and activities; alternatively, work is <b>too sloppy</b> or otherwise unreadable
<i>Physics in the news and other extra materials</i>	Binder goes above and beyond requirements in including physics material that is truly engaging and shows strong student interest in and understanding of extracurricular physics material; materials of this quality could be used by the teacher in a lesson in future years.	Binder includes at least one “physics in the news” section per quarter with a student reflection that relates the material to the course curriculum; documents and materials in this section are clean, easy to read, appropriate to the level & content of the class, and interesting.	Binder includes requisite number of “physics in the news” sections but these look hurried, sloppy, or unrelated to the material in the course; or materials supplied would not be interesting to the typical student in the course	Binder does not include requisite number of “physics in the news” sections; or the sections that exist are thrown together without thought or any educational intention