

	<b>Far Below Expectations – 0 points</b>	<b>Below Expectations – 5 points</b>	<b>Meets or Exceeds Expectations – 10 points</b>
<b>1. Neatness and Organization</b>	The lab report fails to meet two or more of the expectations for neatness and organization.	The lab report fails to meet one of the expectations for neatness and organization.	<ol style="list-style-type: none"> <li>The lab is legibly written in black pen.</li> <li>The lab sections are in correct order.</li> <li>Pages have not been torn from the lab book.</li> <li>Mistakes are "lined through" rather than covered with white-out.</li> <li>No more than three spelling/grammatical errors</li> <li>The Table of Contents is updated.</li> </ol>
<b>2. Title and Date</b>	The lab report fails to meet both of the expectations for Title and Date.	The lab report fails to meet one of the two expectations for Title and Date.	<ol style="list-style-type: none"> <li>Title is present and is descriptive of the lab.</li> <li>Date is recorded and accurate.</li> </ol>
<b>3. Introduction</b>	Introduction is missing, or is only loosely related to the lab being performed.	The introduction addresses the procedural aspects of the lab, but does not accurately summarize the theoretical foundation of the experiment.	Introduction accurately describes the theory that is intended to be reinforced by performing the lab.
<b>4. Materials</b>	List of chemicals/equipment is missing, incomplete, or includes extraneous or incorrect chemicals and equipment used to perform experiment.	Includes a neat list of chemicals by formula and equipment needed to perform the experiment.	Includes a well-organized list of chemicals with formulas and names, with amounts and/or concentrations, safety concerns, and equipment used in experiment, and a sketch of the apparatus.
<b>5. Procedure</b>	Procedure is missing altogether, or missing important steps.	Procedure is a mostly copied directly from the lab description, with little attempt at brevity.	Procedure is a brief summary of each of the steps taken in completing the lab. It is NOT an exhaustive description containing minute detail.
<b>6. Data</b>	The student has recorded data after completion of the lab, or fails to meet BOTH expectations 2 and 3 of the Data section.	The lab report fails to meet either expectation 2 or 3 of the Data section.	<ol style="list-style-type: none"> <li>Data is recorded directly into the lab book during experimentation.</li> <li>Data is neatly organized (in tables if appropriate), and is easy to interpret.</li> <li>All data is correct with regard to significant figures and labels.</li> </ol>
<b>7. Calculations and Graphs</b>	The student makes more than 5 errors in graphing, labeling, calculations, and significant figures or omits entire graphs or sets of calculations.	The student makes 3 to 5 errors in graphing, labeling, calculations, and significant figures.	The student makes no more than 2 errors in graphing, labeling, calculations, and significant figures.
<b>8. Conclusion</b>	Conclusion is missing, or is in conflict with the student's experimental results.	Conclusion is present, and does not conflict with the student's experimental findings, but fails to address the theoretical basis for the lab.	The Conclusion succinctly describes what can be concluded from the experimental results. It is aligned with a well-written statement of Introduction at the beginning of the lab.
<b>9. Conclusion - Error Analysis</b>	The report fails to meet 2 (or all 3) of the expectations for error analysis.	The report fails to meet 1 of the expectations for error analysis.	<ol style="list-style-type: none"> <li>Relative error, if appropriate, has been calculated.</li> <li>Specific sources of experimental error are addressed.</li> <li>Write-up analyzes the effect of errors on the magnitude of calculated quantities.</li> </ol>
<b>10. Questions</b>	Post-lab questions contain more than 3 errors, or some answers have been omitted.	Post-lab questions contain 2 to 3 errors.	Post-lab questions contain no more than one error in total.

Student Name \_\_\_\_\_

Lab \_\_\_\_\_

Grade \_\_\_\_\_

At the beginning of the story, “The Most Dangerous Game,” Sanger Rainsford, an avid hunter and outdoor enthusiast, believes the world is divided into two distinct classes, the hunters and the huntees. He tells his friend, Whitney, that animals have no feelings, so this causes Rainsford to have total apathy for the animals he hunts. Due to his daunting experiences on a mysterious island and being literally hunted by a madman, his views on animals and hunting will most certainly drastically change.

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**My claim/argument** – Rainsford’s view on animals and hunting will most certainly drastically change.

**My logical support/reason** - His daunting experiences on a mysterious island and being literally hunted by a madman

**\*\*Put the two together and they make a beautiful thesis statement:**

Due to his daunting experiences on a mysterious island and being literally hunted by a madman, his views on animals and hunting will most certainly drastically change.

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## To Kill a Mockingbird—Making Annotations

## A Day

**Annotations** are notes that are made while reading. Making annotations will make you an actively engaged reader. **This will count for a test grade worth 165 points.**

**Quotation Directions**—Choose a quote from the reading selection. (1) Write the chapter number and page number on which the quote was found. (2) Summarize the quote, including who made it. (3) Explain the significance of the quote in the context that it was found.

**Vocabulary Directions**—Choose one word in each chapter that you do not know. (1) Write the word and page number on which it was found. (2) Write a definition for the word.

### Chapters 1-3—August 18

- (1) Complete a quote.
- (2) Discuss the setting in detail
- (3) Vocabulary

### Chapters 4-6—August 24

- (1) Complete a quote.
- (2) Discuss the role of childhood fears in the lives of the children and in our own lives. Be specific.
- (3) Vocabulary

### Chapters 7-9—August 30

- (1) Complete a quote.
- (2) Briefly identify who you believe to be the three most important characters in the novel thus far. Give specific reasons for each of your choices
- (3) Vocabulary

### Chapters 10-11—September 6

- (1) Discuss the quote that includes the title of the book.
  - (2) Explain, in detail, Atticus's concept of *courage*.
  - (3) Vocabulary
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### Chapters 12-14—September 12

- (1) Complete a quote.
- (2) Find something in these chapters to which you can relate in some way. Discuss that relationship.
- (3) Vocabulary

### Chapters 15-16—September 20

- (1) Complete a quote.
  - (2) Define the word *mob*. Discuss how a mob is “always made up of people” as Atticus says.
  - (3) Vocabulary
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### Chapters 17-19—September 26

- (1) Complete a quote.
- (2) Briefly discuss the key elements of testimony for each of the four people who testify.
- (3) Vocabulary

**Chapters 20-22—October 4**

- (1) Complete a quote.
- (2) Write a title just for these three chapters. Explain your title thoroughly.
- (3) Vocabulary

**Chapters 23-25—October 11**

- (1) Complete a quote.
- (2) Define hypocrisy. Explain how an event in these chapters directly relates to this word.
- (3) Vocabulary

**Chapters 26-28—October 19**

- (1) Complete a quote.
- (2) Determine the tone (emotional feeling) of these three chapters. Explain the significance.
- (3) Vocabulary

**Chapters 29-31—October 27**

- (1) Complete a quote.
- (2) Discuss how the mockingbird becomes a symbol. Be specific.
- (3) Vocabulary

**EQT Essay—November 4 (tentative)**

**Our Town—In class on November 8<sup>th</sup>**

**Completion Dates:**

**Act I—November 15<sup>th</sup>**

**Act II—November 28<sup>th</sup>**

**Act III—December 6<sup>nd</sup>**

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**Student's Name**

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**Parent's Signature**

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## TKM Sample Annotation

### 1. Quote

“Maycomb was an old town, but it was a tired old town when I first knew it.”

The character Scout says this in Chapter 1 on page 6

This quote means that the town itself was literally “old.” This includes the people and the town.

I believe that this quote is important because it sets up the first few chapters of the book. It lets the reader know that the setting will be an important part of the book, nothing to be overlooked. The reader can infer that the values of the people in the town will be old-fashioned and nothing like today, and one may have to step back and look at things in their historical context in order to understand the novel better.

2. The setting of the novel is a fictional town called Maycomb, Alabama in the mid 1930's. Life moves very slowly in Maycomb, both for the town and the people who reside within it. Maycomb is a town where everyone knows everyone else, and if people are not friends, they are probably talking about something that someone else is doing wrong. And there is also a great deal of poverty which is brought on by the Great Depression. Nothing about the town is moving forward. It seems to be a very small, poor town that is stuck in the past.

### 3. Vocabulary

Chapter 1—amble—bring forth; produce

Chapter 2—entailment—to confer, assign, transmit

Chapter 3—erratic—having no fixed course



## Ch. 1-3 Annotations

1. "We could not expect her to learn all of Maycomb's ways in one day, and we could not hold her responsible when she knew no better." - pg. 40

Scout, talking to Atticus about her teacher Miss Caroline, ~~expressed~~ is realising that she should be more sensitive to Miss Caroline's situation and take a walk in her shoes. She is beginning to understand that not everyone knows the ways of their town, and that can lead to simple mistakes. This quote is significant in displaying the town's everyday routines that they often take advantage of. It helps further explain the setting by showing the small size of the town and the way its people know most everything about each other.

2. The setting of this story is a small town by the name of Maycomb in which everybody knows everybody and everyone mostly shares the same beliefs. They seem to be stuck doing the same old same old, and not moving very fast, nor far. Nothing goes unsaid in this town, and there is rarely a secret unknown.

15/15

## Chapter 1-3 Annotations

Quote: "You never really understand a person until you consider things from his point of view" - "until you climb into his skin and walk around in it" - Atticus page 39

Great  
Quote

- This quote could not said enough in these chapters. The characters seem to judge others a lot without knowing their point of view.

They make others feel bad without knowing anything about them. When

Atticus told this to Jean it reassured me that there is good in his family and they will be big in Maycomb and hopefully change others' thoughts about each other.

Yes!

- Describe the setting in detail -

The setting of Maycomb is in the 1930's. It is an older town with a spare amount of people. Everyone seems to know each other, and if you don't, you will soon. Since the 1930's was around the Great Depression, many of Maycomb families had little or no money. The town was slow and the people seemed to do the same things everyday.

Vocabulary:

Chapter 1 pg 14 - nebulous - hazy, vague, indistinct, or confused.

Use  
ink



# Common Core Standards for Mathematical Practice Look-for Tool

Mathematics Practices	Student dispositions:	Teacher actions to engage students in Practices:
<p style="text-align: center;">Overarching habits of mind of a productive math thinker</p>	<p><b>1. Make sense of problems and persevere in solving them</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have an understanding of the situation</li> <li><input type="checkbox"/> Use patience and persistence to solve problem</li> <li><input type="checkbox"/> Be able to use strategies</li> <li><input type="checkbox"/> Use self-evaluation and redirections</li> <li><input type="checkbox"/> Communicate both verbally and written</li> <li><input type="checkbox"/> Be able to deduce what is a reasonable solution</li> </ul> <p>Comments:</p>	<p><b>Teacher actions to engage students in Practices:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide open-ended and rich problems</li> <li><input type="checkbox"/> Ask probing questions</li> <li><input type="checkbox"/> Model multiple problem-solving strategies through <i>Think-Aloud</i></li> <li><input type="checkbox"/> Promotes and values discourse</li> <li><input type="checkbox"/> Cross-curricular integrations</li> <li><input type="checkbox"/> Promotes collaboration</li> <li><input type="checkbox"/> Probe student responses (correct or incorrect) for understanding and multiple approaches</li> <li><input type="checkbox"/> Provide scaffolding appropriately</li> <li><input type="checkbox"/> Provide a safe environment for learning from mistakes</li> </ul> <p>Comments:</p>
	<p><b>6. Attend to precision</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate with precision-orally and written</li> <li><input type="checkbox"/> Use mathematics concepts and vocabulary appropriately</li> <li><input type="checkbox"/> State meaning of symbols and use appropriately</li> <li><input type="checkbox"/> Attend to units/labeling/tools accurately</li> <li><input type="checkbox"/> Carefully formulate explanations and defend answers</li> <li><input type="checkbox"/> Calculate accurately and efficiently</li> <li><input type="checkbox"/> Formulate and make use of definitions with others and their own reasoning</li> <li><input type="checkbox"/> Ensure reasonableness of answers</li> <li><input type="checkbox"/> Perseverance through multiple-step problems</li> </ul> <p>Comments:</p>	<p><b>Teacher actions to engage students in Practices:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage students to think aloud/talk aloud</li> <li><input type="checkbox"/> Explicit instruction/teacher model of think aloud/talk aloud</li> <li><input type="checkbox"/> Guided Inquiry including teacher gives problem, students work together to solve problems, and debriefing time for sharing and comparing strategies</li> <li><input type="checkbox"/> Probing questions targeting content of study</li> <li><input type="checkbox"/> Promote mathematical lingo</li> <li><input type="checkbox"/> Give room to discuss why wrong answers are wrong</li> </ul> <p>Comments:</p>
<p style="text-align: center;">Reasoning and Explaining</p>	<p><b>2. Reason abstractly and quantitatively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create multiple representations</li> <li><input type="checkbox"/> Interpret problems in contexts</li> <li><input type="checkbox"/> Estimate first/answer reasonable</li> <li><input type="checkbox"/> Make connections</li> <li><input type="checkbox"/> Represent symbolically</li> <li><input type="checkbox"/> Visualize problems</li> <li><input type="checkbox"/> Talk about problems, real life situations</li> <li><input type="checkbox"/> Attending to units</li> <li><input type="checkbox"/> Using context to think about a problem</li> </ul> <p>Comments:</p>	<p><b>Teacher actions to engage students in Practices:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop opportunities for and model problem solving strategies</li> <li><input type="checkbox"/> Give time for processing and discussing</li> <li><input type="checkbox"/> Tie content areas together to help make connections</li> <li><input type="checkbox"/> Give real world situations</li> <li><input type="checkbox"/> Think aloud for student benefit</li> <li><input type="checkbox"/> Value invented strategies and representations</li> <li><input type="checkbox"/> Less emphasis on the answer</li> </ul> <p>Comments:</p>
	<p><b>3. Construct viable arguments and critique the reasoning of others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask questions</li> <li><input type="checkbox"/> Use examples and counter examples</li> <li><input type="checkbox"/> Reason inductively and make plausible arguments</li> <li><input type="checkbox"/> Use objects, drawings, diagrams, and actions</li> <li><input type="checkbox"/> Students develop ideas about mathematics and support their reasoning</li> <li><input type="checkbox"/> Analyze others arguments</li> <li><input type="checkbox"/> Encourage the use of mathematics vocabulary</li> </ul> <p>Comments:</p>	<p><b>Teacher actions to engage students in Practices:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a safe environment for risk-taking and critiquing with respect</li> <li><input type="checkbox"/> Model each key student disposition</li> <li><input type="checkbox"/> Provide complex, rigorous tasks that foster deep thinking</li> <li><input type="checkbox"/> Provide time for student discourse</li> <li><input type="checkbox"/> Plan effective questions and student grouping</li> <li><input type="checkbox"/> Probe students</li> </ul> <p>Comments:</p>

Mathematics Practices	Students:	Teacher(s) promote(s) by:
<b>4. Model with mathematics</b>	<input type="checkbox"/> Realize they use mathematics (numbers and symbols) to solve/work out real-life situations <input type="checkbox"/> Analyze relationships to draw conclusions <input type="checkbox"/> Interpret mathematical results in context <input type="checkbox"/> Show evidence that they can use their mathematical results to think about a problem and determine if the results are reasonable. If not, go back and look for more information <input type="checkbox"/> Make sense of the mathematics Comments:	<input type="checkbox"/> Allow time for the process to take place (model, make graphs, etc.) <input type="checkbox"/> Model desired behaviors (think alouds) and thought processes (questioning, revision, reflection/written) <input type="checkbox"/> Make appropriate tools available <input type="checkbox"/> Create an emotionally safe environment where risk taking is valued <input type="checkbox"/> Provide meaningful, real world, authentic, performance-based tasks (non traditional work problems) <input type="checkbox"/> Discourse <input type="checkbox"/> Investigations Comments:
<b>5. Use appropriate tools strategically</b>	<input type="checkbox"/> Choose the appropriate tool to solve a given problem and deepen their conceptual understanding (paper/pencil, ruler, base 10 blocks, compass, protractor) <input type="checkbox"/> Choose the appropriate technological tool to solve a given problem and deepen their conceptual understanding (e.g., spreadsheet, geometry software, calculator, web 2.0 tools) <input type="checkbox"/> Compare the efficiency of different tools <input type="checkbox"/> Recognize the usefulness and limitations of different tools Comments:	<input type="checkbox"/> Maintain knowledge of appropriate tools <input type="checkbox"/> Effective modeling of the tools available, their benefits and limitations <input type="checkbox"/> Model a situation where the decision needs to be made as to which tool should be used <input type="checkbox"/> Compare/contrast effectiveness of tools <input type="checkbox"/> Make available and encourage use of a variety of tools Comments:
<b>7. Look for and make use of structure</b>	<input type="checkbox"/> Look for, interpret, and identify patterns and structures <input type="checkbox"/> Make connections to skills and strategies previously learned to solve new problems/tasks independently and with peers <input type="checkbox"/> Reflect and recognize various structures in mathematics <input type="checkbox"/> Breakdown complex problems into simpler, more manageable chunks <input type="checkbox"/> Be able to "step back" / shift perspective <input type="checkbox"/> Value multiple perspectives Comments:	<input type="checkbox"/> Be quiet and structure opportunities for students to think aloud <input type="checkbox"/> Facilitate learning by using open-ended questioning to assist students in exploration <input type="checkbox"/> Careful selection of tasks that allow for students to discern structures or patterns to make connections <input type="checkbox"/> Allow time for student discussion and processing in place of fixed rules or definitions <input type="checkbox"/> Foster persistence/stamina in problem solving <input type="checkbox"/> Through practice and modeling time for students Comments:
<b>8. Look for and express regularity in repeated reasoning</b>	<input type="checkbox"/> Identify patterns and make generalizations <input type="checkbox"/> Continually evaluate reasonableness of intermediate results <input type="checkbox"/> Maintain oversight of the process <input type="checkbox"/> Search for and identify and use short-cuts Comments:	<input type="checkbox"/> Provide rich and varied tasks that allow students to generalize relationships and methods, and build on prior mathematical knowledge <input type="checkbox"/> Provide adequate time for exploration <input type="checkbox"/> Provide time for dialogue and reflection, peer collaboration <input type="checkbox"/> Ask deliberate questions that enable students to reflect on their own thinking <input type="checkbox"/> Create strategic and intentional check in points during student work time Comments:

- All indicators are not necessary for providing full evidence of practice(s). Each practice may not be evident during every lesson.
- Document originally created by NCSM Summer Leadership Academy then edited by Region 2 Algebra Forum