Journal Writing Rubric

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term: \_\_\_\_\_\_ # of Journals: \_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **2** | **3** | **4** | **5** |
| **Level of Completion** | Little completion of journal topics | Most of the journal topics have been attempted. Most journals contain one paragraph or half of a page of writing. | Journal responses are complete. Most responses contain up to/almost one page of writing. | On balance, journal responses are full and complete. The minimum of one page was usually, if not always, achieved. |
| **Organization** | Ideas and scenes seem to be randomly arranged. | The journal entry is a little hard to follow. The transitions are sometimes not clear. | The journal entries are pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The journal entry is very well organized. One idea or scene follows another in a logical sequence with clear transitions. |
| **Content** | Journal responses are incomplete, unclear, or show little effort or insight. Journal may only contain a few sentences. | Journal responses are general and not expanded upon or may ramble repetitively without clear connections. Entries show an attempt to interpret or explain the topic but writing is vague, with incomplete thoughts. | They show personal involvement with and understanding of the topic, and make reasonable inferences and judgements. They reflect an understanding of the author’s stance and perspective on the world. | Some entries are insightful and perceptive, connecting personal experience to the topic and making inferences and judgements. Some entries go beyond personal experiences or the particular topic given by the teacher. Not every entry needs to be at this level to be rated at a level 5. |
| **Comprehension** | The reader can understand little of what is trying to be communicated. | The reader can understand less than half of what is trying to be communicated. | The reader can understand most of what is trying to be communicated. | The reader can understand all of what is trying to be communicated. |

Mark & Additional Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_