**Term 2 & 3 Personal Journal Writing Assessment Name:**

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|  |  **Above****Expectations** | **Meeting****Expectations** | **Beginning to Meet** | **Needs Work** |
| **Following Assignment Criteria:*****Recording topic, dates, and completing for each entry to include outlined expectations for each entry*** | Every journal entry has:- an appropriate title without mechanical errors- the full date- has a full page of writing (5+ paragraphs 300 words)-is neatly handwritten-has a detailed, coloured illustration that uses the whole page and space  | **Most entries have**:- a title (a few mistakes in capitalization, spelling)- date- 5 paragraphs of writing -is printed neatly-has a detailed coloured illustration that supports writing about half a page | **Sometimes entries have:**- a title - date- 3 full paragraphs of writing-is printed somewhat legibly-has a tiny picture that was quickly drawn -illustrations are not all coloured | **Entries rarely have:**-topic-dates-is messy or difficult to read-entries are incomplete-entries are about 1 paragraph long -often or some have no illustration-one or two entries are incomplete or have no picture |
| **Personal Writing****Requirements:** ***Each journal entry should only cover one theme and have it explored through personal thoughts, feelings, and ideas. Every sentence should explore the topic.*** | Every journal should support the topic:- explains why and provides in depth examples: personal thoughts, feelings and opinions -student makes connections, reflects on their personal feelings, opinions, and relates to prior experiences  | Entries are focused on one topic: -all the sentences support the topic -provides relevant details that cover the topic-is providing some detail in writing personal thoughts, opinions, ideas and feelings -is beginning to briefly provide reasons why/example | Each sentence covers the topic and somewhat supports the theme-is starting to provide more detail of personal feelings or ideas-most sentences are simple statements or listing events (Example: We went to the mall. We ate at A&W) | Topics are not well developed-many sentences lack detail or are simple statements-ideas are repeated used to fill up space-are simple “I went to” and lack detail-is done without much reflection- no opinions or feelings explored-resembles is a list |
| **Mechanics:** ***Each journal entry should have proper indentation of paragraphs, be in paragraph form, neat writing, correct sentence structure, spelling, punctuation, grammar and make sense*** | Every entry:-are in paragraph form with proper indenting, spacing, and writing to the margin-has 100% correct spelling-has proper punctuation, capitalization, and grammar-has a strong topic sentence, 5 organized supporting details and a conclusion sentence for each paragraph-doesn't use numbers or abbreviations for writing | Most entries: -are in paragraph form and have proper spacing, margins and indenting-have been edited for appropriate spelling, punctuation, and grammar-there are at least one to two mistakes, but they are reasonable-has good topic and for every paragraph-has good supporting detailed sentences organized with first, then, next…. | Some entries done quickly. There are many errors in:-spelling, punctuation, capitalization-uses editing tools: underline for spelling and circling for better word choices, but doesn’t fix them-has topic sentences that are weak “This paragraph is about…” | Entries are rushed and full of spelling, capitalization, and punctuation errors -paragraphs are flawed: improper indenting, writing to the margin or incomplete-does not have introductory topic sentences -has doodles all over |
| **Sentence Fluency** ***Word Selection, awareness of audience, and use of language to create a variety of sentence******structures.*** | -uses a variety of sentence structures to make writing more exciting and vibrant-has a voice or expressive tone in writing-uses interesting new language to show awareness of an audience-uses a thesaurus to use new dynamic vocabulary correctly | -uses a variety of sentence structures to develop ideas-most sentences start differently-is starting to develop a voice as if speaking-is beginning to use more diverse language choices to show an awareness of audience-transitional words and different forms of punctuation are used to create sentence complexity | -is beginning to use different ways to start sentences -is beginning to use more variety of sentence structures by using both simple and complex -vocabulary is very basic, uses everyday words properly-needs to use a thesaurus for more dynamic word choices: overuses good, nice, like, and mad | -sentences are all simple or are repeated without much variation-vocabulary used is all basic everyday words-there is no tone or expression in writing |