**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 |