

Grading Rubric for Journals

5 - The journal consistently maintains as its focus knowledge issues that are relevant to the chosen topic. Effective links and comparisons between areas of knowledge and/or ways of knowing are elaborated, so that the journal demonstrates a sophisticated understanding of the knowledge issues under consideration. The journal shows much evidence of independent thinking about the knowledge issues related to the chosen topic. The student has shaped the journal in a way that shows both a personal, reflective exploration of the knowledge issues and significant self-awareness as a knower. There is serious consideration of different perspectives. Examples chosen are varied and effectively used. Concepts are used clearly and, where appropriate, refined by helpful explanations. The inquiry explores with a high degree of insight, in considerable depth and/or detail, knowledge issues. All main points are justified and arguments are coherent and compelling. Counterclaims are explored and evaluated. Implications and underlying assumptions of the journal's argument are identified.

4 - The journal consistently maintains as its focus knowledge issues that are relevant to the chosen topic. Effective links and some comparisons between areas of knowledge and/or ways of knowing are drawn, so that the journal demonstrates good understanding of the knowledge issues under consideration. The journal shows adequate evidence of independent thinking about the knowledge issues related to the chosen topic. The student has shaped the journal in a way that shows thoughtful, personal engagement with the knowledge issues and some self-awareness as a knower. There is an acknowledgement of different perspectives and some attempt to explore these. Examples chosen are effective, with some variety. The inquiry explores with some insight, in some depth and/or detail, knowledge issues. All or nearly all, main points are justified and arguments are coherent. Counterclaims are explored. Implications of the journal's argument are identified. Concepts are used or developed clearly: some explanations are included, where appropriate.

3 - For the most part the journal treats the knowledge issues that are relevant to the chosen topic, and demonstrates some understanding of them. Some effective links are drawn between areas of knowledge and/or ways of knowing. The journal shows some evidence of independent thinking about the knowledge issues related to the chosen topic. The student has shaped the journal in a way that shows personal engagement with the knowledge issues. There is an awareness that different perspectives may exist, although there may be little attempt to explore these. Examples chosen are appropriate, although there may be little variety in their sources. The inquiry explores knowledge issues. Most points are justified; most arguments are coherent. Some counterclaims are considered. In general, concepts are used clearly: if concepts are explained, explanations are generally adequate.

2 - The journal includes some treatment of knowledge issues that are relevant to the chosen topic and demonstrates a rudimentary understanding of them. Some links to areas of knowledge and or ways of knowing have been attempted but are largely ineffective. The journal shows very little evidence of independent thinking about the knowledge issues related to the chosen topic. There is some personal engagement with the knowledge issues. Different perspectives may be

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mentioned but there is no attempt to explore them. Examples chosen are sometimes appropriate. The inquiry partly explores, but largely describes, knowledge issues. There is some justification of main points and some coherent argument. Counterclaims are implicitly identified. It is sometimes difficult to understand what the writer intends. There may be some attempt to explain or explore the meaning of terms but that contributes little to conceptual clarity.

1 - The journal includes very little treatment of knowledge issues that are relevant to the chosen topic and demonstrates little understanding of them. If present, areas of knowledge and/or ways of knowing are merely mentioned. The journal shows no evidence of independent thinking about the knowledge issues related to the chosen topic. There is limited personal engagement with the knowledge issues and no attempt to acknowledge or explore different perspectives. There are no appropriate examples. There is not inquiry into knowledge issues, only description. There are very few attempts at justifying the main points of the journal. There is very little evidence of any awareness of counterclaims. It is difficult to understand what the writer intends.

0 - Level 1 is not achieved. **Grade - 0**