

# Journal Writing Rubric

	I need to...	I'm beginning to...	I'm on the way to...	I consistently...
Drawing	<ul style="list-style-type: none"> <li>✓ be neat</li> <li>✓ add detail</li> <li>✓ be creative</li> </ul>	<ul style="list-style-type: none"> <li>✓ be a little neat</li> <li>✓ add a little detail</li> <li>✓ be creative</li> </ul>	<ul style="list-style-type: none"> <li>✓ being neat</li> <li>✓ having detail</li> <li>✓ being creative</li> </ul>	<ul style="list-style-type: none"> <li>✓ am neat</li> <li>✓ create something new</li> <li>✓ add lots of detail</li> </ul>
Writing	<ul style="list-style-type: none"> <li>✓ use spaces between words</li> <li>✓ use capital letters</li> <li>✓ print neatly</li> <li>✓ use punctuation</li> <li>✓ add information</li> <li>✓ spell word wall words correctly</li> <li>✓ use ear spelling</li> </ul>	<ul style="list-style-type: none"> <li>✓ use some spaces between words</li> <li>✓ use a few capital letters</li> <li>✓ add information</li> <li>✓ spell a few word wall words correctly</li> <li>✓ use ear spelling</li> </ul>	<ul style="list-style-type: none"> <li>✓ using more spaces between words</li> <li>✓ using more capital letters</li> <li>✓ adding more information</li> <li>✓ spelling more word wall words correctly</li> <li>✓ having good ear spelling</li> </ul>	<ul style="list-style-type: none"> <li>✓ use spaces between words</li> <li>✓ have neat printing</li> <li>✓ have good use of capital letters</li> <li>✓ use punctuation</li> <li>✓ add lots of information</li> <li>✓ spell word wall words correctly</li> <li>✓ have good ear spelling</li> </ul>

# Sample Journal Writing Rubrics

**M Woodhall**



## Sample Journal Writing Rubrics:

**A Collection of Performance Tasks and Rubrics** Deborah Blaz, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company     **The "Write" Way Mathematics Journal Prompts & More, Geometry** ,2006

**The "Write" Way Mathematics Journal Prompts & More, Gr. 5-6** ,2006     *Collections of Performance Tasks & Rubrics* Deborah Blaz, 2013-08-06 This book features 68 performance tasks and rubrics all designed to motivate and engage your students Also included are samples of student work to help you apply the rubrics and develop your grading and scoring skills The performance assessments in this book were contributed by teachers like you from all over the country and they include open ended and extended response exercises projects and portfolios behavioral assessments skits debates discussions etc authentic assessments and student self assessments in addition to those administered by teachers     The

"Write" Way Mathematics Journal Prompts & More, Gr.1-2 ,2006     **The "Write" Way Mathematics Journal Prompts & More, Algebra II** ,2006     **The "Write" Way Mathematics Journal Prompts & More, Algebra I** ,2006     *The "Write" Way Mathematics Journal Prompts & More, Gr. 7-8 Pre-Algebra* ,2006     *The "Write" Way Mathematics Journal Prompts & More, Gr. 3-4* ,2006     *Science the "write" Way* Jodi Wheeler-Toppen, 2011 Writing skills are high on the list of real world requirements for all students

including science students Every scientific discipline needs professionals who can ably communicate in writing Scientists must be able to describe their proposed studies for funding considerations track their observations and results in their own notes describe their experimental protocols for their peers to replicate and synthesize their work to the wider world community     Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000

Teaching Writing in the Content Areas Vicki Urquhart, Monette McIver, 2005 This book examines nearly 30 years of research to identify how teachers can incorporate writing instruction that helps students master the course content and improve their overall achievement Building on the recommendations of the National Commission on Writing authors Vicki Urquhart and Monette McIver introduce four critical issues teachers should address when they include writing in their content courses Creating a positive environment for the feedback and guidance students need at various stages including prewriting drafting revising and editing Monitoring and assessing how much students are learning through their writing Choosing computer programs that best enhance the writing process Strengthening their knowledge of course content and their own writing skills     Journal of the Association of Legal Writing Directors ,2006     Handbook of Formative Assessment Heidi Andrade, Gregory J. Cizek, 2010-04-02 The Handbook of Formative Assessment comprehensively profiles this burgeoning field of study Written by leading international scholars and practitioners each chapter discusses key issues in formative assessment policy and practice     **From Principles of Learning to Strategies for Instruction-with Workbook Companion** Robert J. Seidel, Kathy C. Perencevich, Allyson L. Kett, 2007-09-19 In this workbook companion we expand on the strategies presented in the book by supplying need based practical and specific strategies for implementation

of a variety of other subject matters The book provides contributions from a mix of teacher educators and practitioners We focus on a specific targeted group high school age adolescents Our targeted readers are new and experienced teachers developing curricula for this group Learning from Culturally and Linguistically Diverse Classrooms Joan C. Fingon, Sharon H. Ulanoff, 2012-07-27 This resource guide looks at new classroom based literacy research that supports all learners including culturally and linguistically diverse students The authors demonstrate how teachers and researchers develop instructional practices based on multiple languages and the literacy contexts of their schools They describe classrooms where literacy and learning is encouraged and respected highlighting best practices for classrooms that include English language learners This valuable book will inform all educators interested in classroom literacy research and how it supports achievement for diverse students It features contributions from authors at the forefront of teacher research that hold the most promise for initiating change Contributors Josephine Arce Diane Brantley Sandra A Butvilofsky Susan Courtney Gregory J Cramer Elizabeth Padilla Detwiler Virginia Gonzalez Dana L Grisham Shira Lubliner Jodene Kersten Morrell Sandra Liliana Pucci Alice Quiocho Ambika G Raj Richard Rogers **International Journal of Language Studies (IJLS) D volume 14(1)** Mohammad Ali Salmani Nodoushan, Literacy and the Common Core Sarah Tantilillo, 2014-07-21 Tools and Insights for Meeting and Exceeding the Common Core Standards Literacy and the Common Core offers K 12 teachers clear guidance on how to design units lessons and objectives to meet the Common Core State Standards in English Language Arts it s filled with practical strategies that teachers can use immediately to target key standards and it describes how to analyze the standards to support instructional planning and curriculum development This book aims to make life a little easier for everyone teachers school leaders parents and students as we all strive to prepare students for college and the careers they most desire The book includes practical tools templates and rubrics ready to be downloaded and customized to meet your needs Additional resources may be found on the companion site [www.literacycookbook.com](http://www.literacycookbook.com) Here are just a few of the essential topics addressed Which standards to start with and how to tackle them How to bridge the gap when students are not on grade level How to engage and support parents How to teach students to write effectively How to translate the standards for actual use Take the recipes in this book make them your own and enjoy your new Common Core Master Chef status **Resources in Education** ,2001-10 *Story Writing, Grades 1-2 (Meeting Writing Standards Series)* Sarah Krutchner Clark, 2000-08

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