

Narrative Journal Rubric

Level of Achievement	Descriptor
7 - 8	<ul style="list-style-type: none"> • Student includes name, date, and title of entry • Student uses a combination of synthesis, analysis and reflection throughout entry with alacrity, flair and imagination in a way that challenges and expands their understanding. • Student follows narrative format: activity, reflection, perception, confirmation, self-evaluation in a highly effective, cohesive manner. • Student makes incisive and definitive observations about what type of learner characteristic he/she displayed.
5 - 6	<ul style="list-style-type: none"> • Student includes name, date, and title of entry. • Student uses some combination of synthesis, analysis and reflection throughout entry with considerable depth of understanding. • Student follows narrative format: activity, reflection, perception, confirmation, self-evaluation in a manner that flows and makes understanding clear. • Student makes excellent, thoughtful observations about what type of learner characteristic he/she displayed.
3 - 4	<ul style="list-style-type: none"> • Student includes name, date, and title of entry. • Student uses some combination of synthesis, analysis and reflection throughout entry in a minimally competent way. • Student follows narrative format: activity, reflection, perception, confirmation, self-evaluation with basic and rudimentary skill. • Student makes credible observations about what type of learner characteristic he/she displayed.
1 - 2	<ul style="list-style-type: none"> • Student includes name, date, and title of entry. • Student uses little synthesis, analysis and reflection in the entry and does so in a superficial, obvious manner. • Student follows narrative format: activity, reflection, perception, confirmation, self-evaluation but it is perfunctory. • Student makes predictable observations about what type of learner characteristic he/she displayed.
0	<p>The student does not meet any of the standards listed above consistently. The entry makes only a passing reference to the activity with little narrative format and with little or no effort to utilize any synthesis, analysis or reflection. The IB learner profile is not identified or is only discussed in a superficial manner.</p>

Teacher notes: