**Journal Entry Rubric**

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| Score | A | B | C | D |
| Vocabulary\* | Two or more vocabulary words are used appropriately and in context. Generic language is never used instead of an appropriate vocabulary word. | One vocabulary word is used appropriately and in context.Generic language is sometimes used instead of an appropriate vocabulary word. | Vocabulary word(s) are included, but their meaning is not clear from context. | No vocabulary words included. |
| Concepts | Concept(s) covered in class are applied accurately, specifically and in detail.  | Concept(s) covered in class are applied, but with some vagueness or minor inaccuracies.  | Concepts covered in class are mentioned, but at a simplistic level or with one or more significant errors.  | No concepts from class are specifically included. |
| Development | Entry fully develops its main idea(s) through insightful reasoning,Conclusions are valid, logical and fully supported. | Entry develops its main ideas reasonably well, but lacks somewhat in specificity or completeness.There is a conclusion, but it is lacks somewhat in clarity and/or is not fully supported.  | Entry is primarily descriptive – explaining what was discussed in class with reasonable accuracy but little depth.There is a main idea, but it is confused or difficult to identify. | The entry is too short to explain ideas usefully.There is no clear main idea. |
| Connections\*\* | Entry makes insightful and creative connections beyond what was discussed in class (i.e., real world examples). The entry makes a valid connection with the source material (if any) that displays critical and/or creative thinking. | Entry makes credible and relevant connections beyond what was discussed in class (i.e., real world examples). The journal entry makes a valid connection with the source material (if any).  | Entry makes adequate connections beyond what was discussed in class (i.e., real world examples). The journal entry mentions the source material (if any), but superficially.  | No connections made beyond what was discussed in class.No mention of the source material (if any). |
| Expression / Organization | Ideas are expressed in a clear and organized manner. It is easy to determine the main points. Writing is organized with a logical order and flow.  | Ideas are expressed in a fairly clear manner, but their organization could be better. (E.g., lacking strong topic sentences and/or logical flow) | Ideas are not very clear. It is not easy to understand the entry’s main point(s). | No attempt at organization / the entry is a collection of unrelated sentences.  |
| Subjective Descriptors (from IB TOK Guide) | DiscerningIndividualLucid (i.e., clearly expressed)InsightfulCompellingCreative | RelevantThoughtfulAnalyticalOrganizedCredibleCoherent | TypicalAcceptableMainstreamAdequateCompetent | UnderdevelopedBasicSuperficialDerivativeRudimentaryLimited |

*\* Vocabulary words can be from the current unit or any other unit in the course.*

*\*\* Connections can be with concepts covered in other units or other classes, things you have read, experiences you have had, etc.*

**E level** will be awarded for work that is not complete by the start of the class where it will be discussed, if little very little effort is made, or for work that otherwise does not meet the criteria for Level D.