Journal Rubric

The following rubric describes grading system for your lab journal:

* Journal checks will be conducted with a **one-day** notice.
* Each unit starts on a new page and scopes appear in the correct sequence.
* Each Scope is written out with the response beneath it and appear in the correct sequence.
* Journals submitted late will be awarded a maximum grade of 60%

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| **Level** | **Criteria** |
| 4  3  2  1 | **Organization:**  Journal is well organized with legible handwriting. Rulers and labels are used in tables/graphs. Material are clearly organized by section and content. Dividers are used.  Journal is organized with legible handwriting. Rulers and labels used, but lacks organization by section. Dividers are used.  Journal is not well organized and difficult to follow. Graphs and tables lack labels or are sloppy. Lacks dividers.  Journal lacks any organizational structure. |
| 4  3  2  1 | **Content**:  Student provided original, correct and exceptionally detailed responses to all prompts and questions. Makes connections to other concepts. Uses multiple resources throughout.  Student provided original, correct or appropriately detailed responses to most prompts and questions. Makes some connections beyond the topic.  Student has provided unoriginal, or partially correct responses, or prompts that lack detail. Reliance on few resources.  Student has not provided original, correct and appropriately detailed responses. |
| 4  3  2  1 | **Scence & Engineering Practices:**  Consistently engages in a wide range of the NGSS Science & Engineering practice. Demonstrates an exceptional understanding of how scientific knowledge develops.  Consistently engages in a range of the NGSS Science & Engineering practice. Demonstrates a sound understanding of how scientific knowledge develops.  Engages in a limited range of the NGSS Science & Engineering practice. Demonstrates a developing understanding of how scientific knowledge develops.  Minimal use of the NGSS Science & Engineering practice. Demonstrates a limited understanding of how scientific knowledge develops |
| 4  3  2  1 | **Participation**:  Consistently engaged. Frequently provides support to peers. Promotes productive discussion by introducing or challenging ideas. Collaborates and communicates effectively.  Somewhat engaged and participating. Provides some support to peers. Contributes to discussions. Collaborates and communicates effectively.  Student was not always actively engaged and participating. Offers little peer support. Infrequent or reluctant contributor to discussions and collaboration.  Student was not actively engaged or participating. Student neglects to engage with group or participate in discussions. |