

Rubric Expectations

Historical Facts

- Reference to historical people/events of the Colonial Period
- Accurate, authentic information about the region
- Reference to why they came to the New World
- Sequential, organized

Personal Insights

- Sequential, organized
- Authentic
- Detailed
- Reference to why they came to the New World

Journal Entries at a Glance

Entry Characteristics

Entries are always dated

Thoughts can be jotted down at different times of the day

There can be more than one entry per day

Some historically significant references, some personally significant references

Facts mixed with personal opinion & feelings

Some lengthy, some short

Sometimes not in full sentences, but meaningful, to the point sentence fragments

Some detailed, some abrupt

Class Rated



Rubric Score _____

October 2, 1620
Mayflower

Storm-forced winds; too dangerous to go topside to seek out Master Jones for our progress. 'Tis hard to imagine what this New World shall be like. I am used to towns with buildings and winding streets. And people bustling to market and talking Dutch or English if they be one of us. But the New World is empty of all that. There are no buildings or streets and the only people are feathered men and feathered women and feathered babies, I suppose, who do paint their faces 'tis said, and live in most uncommon shelters.

October 2, 1620--Afternoon
Mayflower

They say we be heading for northern Virginia, near the Hudson River. The King, King James of England, granted the land. Then the merchants formed the company for a plantation where we shall grow things to send back to England to sell.

Too sick to write.

I hate John Billington.

Partner Rated



Rubric Score _____

December 18, 1620
Plimoth Harbor

It is one minute after midnight. The Sabbath is over, so now I can write. I did pray. . . . You see, nobody could go ashore on Sabbath. . . .there is all this dispute about where they should build the settlement—near the bay, close to the good fishing, or up yonder where 'tis best for planting. Then they talk about how we must build in the most profitable place. Because of our contract with the merchants who gave us money for this trip we must raise much crop and salable goods to send back to pay our debt.

December 25, 1620
Plimoth Harbor

Today work begins on the Common House. The cannon has already been put ashore. Captain Standish supervises that. The sailors and many of the Strangers do not understand how we can work on Christmas day. But it is not the Sabbath so we may work. Many of the sailors would prefer to drink their beer and make merry.

January 15, 1621
Plimoth Harbor

The roof of the Common House caught fire early on the Sabbath morning from a spark that flew into the thatch. It only burned the roof but the real miracle here was that Master Bradford and Master Carver who lay inside rose quickly . . .

We had our first Sabbath service on land this day. I did so enjoy it and even though we be Saints, whose church resides in our hearts, 'twas very good at last to have firm ground under our feet for this church in our hearts.

Individually Rated

Rubric Score _____



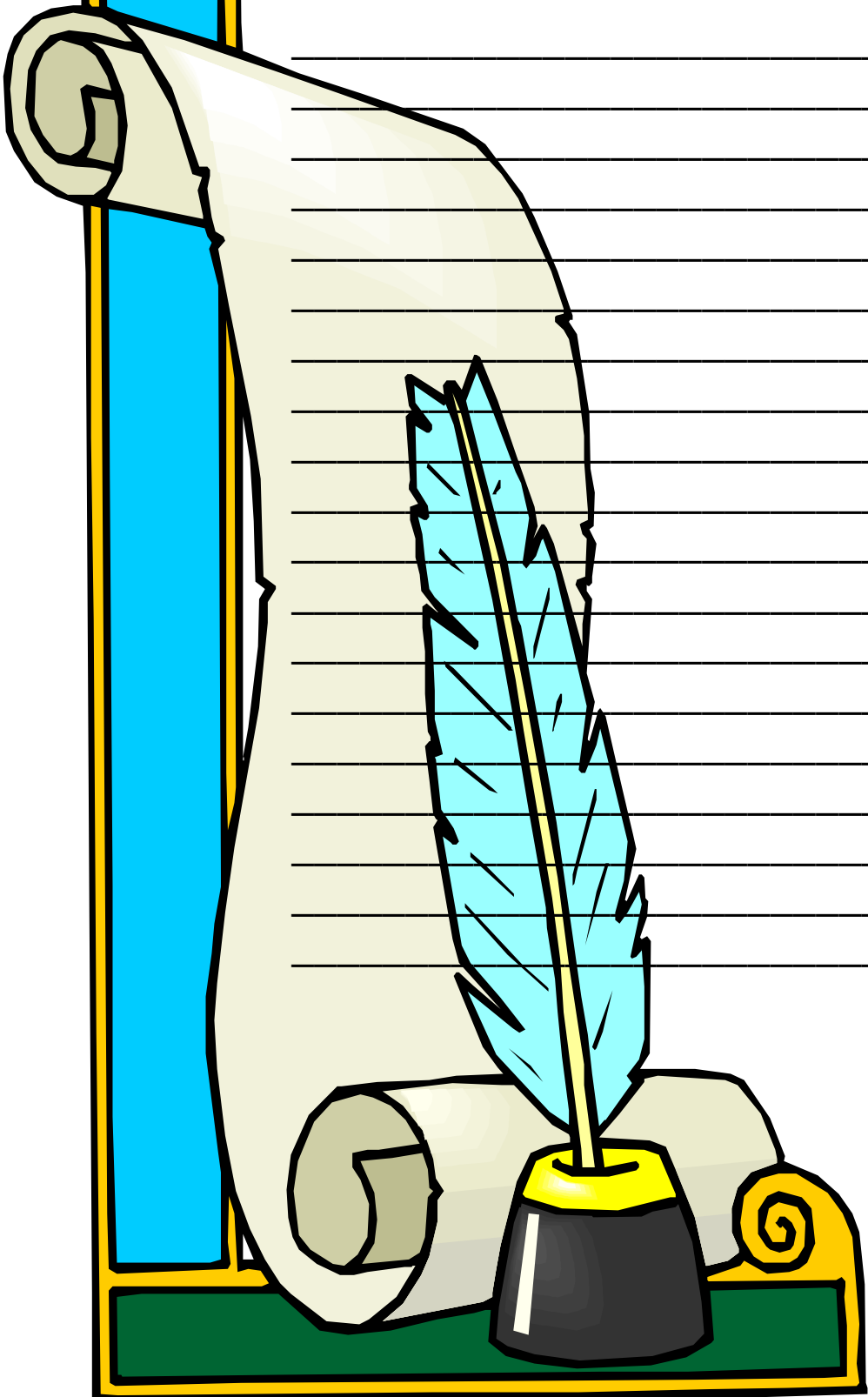
October 10, 1621
Plimoth Settlement

We have worked so hard during this harvest season, but praise be to the Lord for indeed with God's blessing we now shall have for each family a peck of meal a week as well as the same in corn for each family. My hands and fingers are sheathed in calluses from shucking all the corn. We had sown some twenty acres with Indian corn and all of it did excellently. We sowed six acres with peas and barley. The peas were a miserable failure. Peas should be sown earlier here, for the summers are much hotter here. These came up and blossomed but then were terribly parched by the sun.

Tomorrow be the first morning except of course for Sabbaths, in over three months when I do not have to rise before the moon is down and the stars swallowed to go work in the fields. What will my fingers do with no corn to shuck? But the harvest is in.

Yea or Nay?

Directions: Explain why you like or dislike the primary informational source of journal writing as compared to a secondary informational source such as a textbook.



A cartoon illustration of a scroll on a stand. The scroll is unrolled and has horizontal lines for writing. A quill pen is in a holder on the scroll. The stand is blue and yellow.

Journal Rubric

Name: _____

Date: _____

Criteria	Level 4	Level 3	Level 2	Level 1
	Journal entries include...			
<u>Information Organization</u> LAA.2.2.1.5.1 LAA.2.2.5.5.1	___ 5 or more entries ___ Well organized, all events are given in correct order	___ 4 entries ___ Average organization, most events are given in correct order	___ 3 entries ___ Fairly organized, some events are given in correct order	___ 2 entries ___ Very limited organization, few events are given in correct order
<u>Significant Events</u> SSA.4.2.2.5.1	___ 5 or more references to historical events, people, facts of the colonial era ___ References are well detailed and clear	___ 4 references to historical events, people, facts of the colonial era ___ References are moderately detailed	___ 3 references to historical events, people, facts of the colonial era ___ References are somewhat detailed but need improvement	___ 2 references to historical events, people, facts of the colonial era ___ Details are bare
<u>Regional Information</u> SSA.4.2.2 SSA.4.2.2.5.1 SSA.4.2.2.5.2	___ Selected traits of everyday life and facts about the region of focus are outstanding and correct ___ The reason(s) the colonists of this region came to the New World are very well explained	___ Selected traits of everyday life and facts about the region of focus are correct ___ The reason(s) the colonists of this region came to the New World are moderately explained	___ Selected traits of everyday life and facts about the region of focus are acceptable ___ The reason(s) the colonists of this region came to the New World are somewhat explained	___ Selected aspects of everyday life and facts about the region of focus are bare and need more detail ___ The reason(s) the colonists of this region came to the New World are sketchy
<u>Personal Insight & Application of:</u> SSA.1.2.2 SSA.4.2.2.5.1 SSA.4.2.2.5.2	___ Expressions of personal opinions & feelings about the events recorded as the writer assumes identity of colonist living during the colonial era are stated regularly	___ Expressions of personal opinions & feelings about the events recorded as the writer assumes identity of colonist living during the colonial era are stated now and then	___ Expressions of personal opinions and feelings about the events recorded as the writer assumes identity of colonist living during the colonial era are few or may be unclear	___ Expressions of personal opinion and feelings about the events recorded as the writer assumes identity of colonist living during the colonial era are limited and unclear
	Each = 4 points Total points: _____	Each = 3 points Total points: _____	Each = 2 points Total points: _____	Each = 1 point Total points: _____

Total # of points: _____

Grade: _____

Please consult the Journal Rubric Scoring Guide for possible point conversions

Journal Rubric Scoring Guide

With 7 different criteria, each checkmark on the rubric signifies points earned. Level 4 earns 4 points, Level 3 earns 3 points, Level 2 earns 2 points, and Level 1 earns 1 point. For example, a student receiving checkmarks in the Level 4 category for all 7 criteria receives a perfect score of 28 points; equivalent to the score 100 / A.

For ease in converting the rubric point system to the numerical grading scale, the following is suggested:

28 = 100	21 = 93	14 = 86/B
27 = 99	20 = 92	13 = 85
26 = 98	19 = 91	12 = 84
25 = 97	18 = 90	11 = 83
24 = 96	17 = 89	10 = 82
23 = 95	16 = 88	9 = 81
22 = 94/A	15 = 87	8 = 80/C
		7 = 70/D

For anything below a score of 7, begin deducting points for each missing element.

Please note the absence of Level 0 category. According to the design of the unit, formative assessment opportunities occur consistently. The purpose of the inclusion of the formative assessments is two - fold. First, students are afforded self-reflective opportunities through formative assessment activities. In addition, the teacher can monitor and redirect students with misconceptions as needed throughout the process. This should narrow the possibility of failing scores.