



**COLEGIO
COLUMBIA**
EDUCACIÓN • HONOR • JUSTICIA

**COLEGIO COLUMBIA
MIDDLE SCHOOL
BLOQUE I
GRADO: First grade
English Evidence: Journal**

Description:

The evidence is a journal where students will have to describe all multidisciplinary project process.

Requirements: The journal will only be evaluated if it fulfills the following:

1. Date.-On the date teacher has specified.
2. Neatness.- Without any kind of stain nor torn.
3. Presentation.- Typed, Arial 12 and bound.
4. Originality.- Each journal must be different.
5. Rubric.- Students MUST deliver their journal within the attached rubric.

Restrictions: The journal won't be evaluated if:

1. It isn't delivered on time.
2. It is a copy.

Evaluation aspects:

1. Spelling
2. Accuracy
3. Focus on Content
4. Sequencing
5. Word choice
6. Structures used
7. Evidences
8. Lay out

Evaluation criteria.

Criteria used to evaluate spelling is:

- | | |
|---|----------------------------|
| A | Meaning: Excellent |
| B | Meaning: Very Good |
| C | Meaning: Good |
| D | Meaning: Sufficient |
| E | Meaning: Needs improvement |

	A (2) Excellent	B (1.5) Very Good	C (1) Good	D (.5) Sufficient	E (0) Needs Improvement
Spelling	Without spelling errors	With 1 spelling error.	With 2 or 3 spelling errors.	With 4 or 5 spelling errors.	With more than 5 spelling errors.
Accuracy of facts	No grammatical errors	One grammatical error	Two grammatical errors	Three grammatical errors	Four or more grammatical errors.
Focus on Content	The journal describes in a detailed way the process the team followed to complete their project. There is deep analysis of the team members' thoughts regarding their feelings towards the project and about what is happening. All ideas are supported with intelligible discourse. The reader can easily understand the process to complete	The journal describes the process the team followed to complete their project giving some details. Sometimes there is analysis of the team members' thoughts regarding their feelings towards the project and about what is happening. Some ideas are supported with intelligible discourse. Most of the time the reader can understand	The journal describes the process the team followed to complete their project but there is a lack of detail. There is little analysis of the team members' thoughts regarding their feelings towards the project and about what is happening. Few ideas are supported with intelligible discourse. The reader finds it difficult to understand the process	The journal just describes the process the team followed to complete their project without detail but there is no analysis of the team members' thoughts regarding their feelings towards the project and about what is happening. Ideas are not supported. The reader finds it difficult to understand the process of the	There is no description of a process of the multidisciplinary project.

Sequencing	<p>the project because ideas are clearly and logically presented with absolute detail.</p> <p>Ideas are placed in a logical order and the way they are presented effectively keeps the interest of the reader.</p>	<p>the process to complete the project because ideas are clearly and logically presented with a lot of detail.</p> <p>Ideas are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.</p>	<p>of the project because of the lack of clear, logical and detailed ideas.</p> <p>Some ideas are not in a logical or expected order or there are some ideas omitted, and this distracts the reader.</p>	<p>project because of the way ideas are presented.</p> <p>Many ideas are not in a logical or expected order or there are many ideas omitted. There is little sense in the writing organization.</p>	<p>There is no coherence or cohesion at all.</p>
Word Choice	<p>Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems</p>	<p>Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately</p>	<p>Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.</p>	<p>Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and</p>	<p>Writer uses too basic vocabulary for his/her level.</p>

	accurate, natural, and not forced.	or seem overdone.		detract from the meaning.	
Structures Used	The students always use a variety of grammatical structures seen in the course.	The students use in a way a variety of grammatical structures seen in the course but constantly use basic level structures.	The students use just a couple of grammatical structures seen in the course but mostly use basic level structures.	The students hardly use structures seen in the course and almost always use basic level structures.	The students only use basic level structures.
Evidences	Useful evidence such as drawings, pictures, diagrams, copies or/ graphs was accurately placed in order to ease the understanding of the journal. Evidence is of high quality (neat,	Evidence of high quality (neat, well printed, good presentation in general) such as drawings, pictures, diagrams, copies or/ graphs was used but it was not always useful to ease the understandin	Evidence of high quality (neat, well printed, good presentation in general) such as drawings, pictures, diagrams, copies or/ graphs was used but it hardly help to the understandin	Evidence such as drawings, pictures, diagrams, copies or/ graphs was used but it was filthy.	There was too few or no evidence in the journal.

Lay Out	<p>well printed, good presentation in general)</p> <p>There is a cover, an introduction, the description of the first term and an analysis of its results. All elements are perfectly clear and well defined.</p>	<p>g of the journal.</p> <p>There is a cover, an introduction, the description of the first term and an analysis of its results, but not all the elements are clearly divided.</p>	<p>There is missing 1 element, but the elements that appear are all well defined. (Either cover, an introduction, the description of the first term and an analysis of its results)</p>	<p>There is missing 1 element but the elements that appear are not well defined. (Either cover, an introduction, the description of the first term and an analysis of its results)</p>	<p>There are missing 2 or more elements missing. (Either cover, a well organized and useful index, an introduction, 4 sections divided in periods and a conclusion)</p>
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Total points: /16