

## OVERALL RUBRIC FOR LIT CIRCLES WITH BLOGS

Name: \_\_\_\_\_ Title of Book: \_\_\_\_\_

### READING:

EXPECTATION:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Make judgments and draw conclusions about ideas in written materials on the basis of evidence (READING- THINKING)	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
Explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience. (READING-APPLICATION)	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with limited effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with some effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with considerable effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with a high degree of effectiveness
Communicates for different audiences and purposes (e.g. to inform, to express an opinion) in oral, visual, and written forms, including media forms (READING-COMMUNICATION)	Communicates for different audiences and purposes with limited effectiveness; responds to reading by expressing ideas in a limited way	Communicates for different audiences and purposes with some effectiveness; responds to reading by occasionally expressing ideas clearly and logically	Communicates for different audiences and purposes with considerable effectiveness; responds to reading by usually expressing ideas clearly and logically	Communicates for different audiences and purposes with a high degree of effectiveness; responds to reading by consistently expressing ideas clearly and logically
Knowledge of content (e.g. forms of text, reading strategies) Understanding of content (e.g. concepts; ideas; opinions; relationships among facts, ideas, concepts, and themes) (READING-KNOWLEDGE)	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates a high degree of knowledge and understanding of content

### WRITING:

EXPECTATION:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Use of processing skills (e.g. analyzing, integrating, synthesizing, evaluating, forming conclusions) (WRITING-THINKING)	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (WRITING-APPLICATION)	Transfers knowledge and skills to new contexts (blogs) with limited effectiveness	Transfers knowledge and skills to new contexts (blogs) with some effectiveness	Transfers knowledge and skills to new contexts (blogs) with considerable effectiveness	Transfers knowledge and skills to new contexts (blogs) with a high degree of effectiveness

Use and spell correctly the vocabulary appropriate for this grade level. Use correctly the conventions specified for this grade level. Express and organize ideas and information clearly and logically (WRITING-COMMUNICATION)	Rarely (little writing and lots of errors) Expresses and organizes ideas and information with limited effectiveness.	Sometimes (some writing and quite a few errors) Expresses and organizes ideas and information with some effectiveness.	Often (lots of writing and only a few errors) Expresses and organizes ideas and information with considerable effectiveness.	Always (a great deal of writing and virtually no errors) Expresses and organizes ideas and information with a high degree of effectiveness.
Produce pieces of writing using a variety of forms, techniques, and resources appropriate to the form and purpose, and materials from other media (WRITING-KNOWLEDGE)	Requirements of a double-entry journal, a reflection, selected graphic organizers, and a blog are rarely followed (missing or inaccurately completing two or more of the writing components of the project on a regular basis).	Requirements of a double-entry journal, a reflection, selected graphic organizers, and a blog are sometimes followed (missing or inaccurately completing one of the writing components of the project on a regular basis).	Requirements of a double-entry journal, a reflection, selected graphic organizers, and a blog are usually followed (seldom missing or inaccurately completing one of the writing components of the project).	Requirements of a double-entry journal, a reflection, selected graphic organizers, and a blog are thoroughly followed (consistently completing all of the writing components of the project accurately).

**ORAL AND VISUAL COMMUNICATION:**

EXPECTATION:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Express and respond to a range of ideas and opinions concisely, clearly, and appropriately (THINKING)	With limited success	With some success	With considerable success	With a high degree of success
Create a variety of media works (APPLICATION)	With limited success	With some success	With considerable success	With a high degree of success
Contribute and work constructively in groups (COMMUNICATION)	Expresses and organizes ideas and opinions in group discussion with limited success	Expresses and organizes ideas and opinions in group discussion with some success	Expresses and organizes ideas and opinions in group discussion with considerable success	Expresses and organizes ideas and opinions in group discussion with a high degree of success
Ask and answer questions to obtain and clarify information (KNOWLEDGE)	Demonstrates a limited understanding of content within group and online discussions	Demonstrates some understanding of content within group and online discussions	Demonstrates considerable understanding of content within group and online discussions	Demonstrates a high degree of understanding of content within group and online discussions

PARENT SIGNATURE: \_\_\_\_\_

COMMENT:

\_\_\_\_\_

## **LEARNING SKILLS ASSESSMENT:**

Initiative:	Homework Completion:	Cooperation with Others:	Independent Work:
<ul style="list-style-type: none"><li><input type="checkbox"/> Shows motivation</li><li><input type="checkbox"/> Displays confidence</li><li><input type="checkbox"/> Demonstrates a positive attitude towards learning</li><li><input type="checkbox"/> Seeks assistance when required</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Completes homework on time and with care</li><li><input type="checkbox"/> Puts forth consistent effort</li><li><input type="checkbox"/> Organizes materials effectively</li><li><input type="checkbox"/> Begins work promptly</li><li><input type="checkbox"/> Utilizes time effectively</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Willingly works with others</li><li><input type="checkbox"/> Listens to, acknowledges and considers differing opinions</li><li><input type="checkbox"/> Helps others</li><li><input type="checkbox"/> Assumes responsibilities in groups</li><li><input type="checkbox"/> Takes turns</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Works well without supervision</li><li><input type="checkbox"/> Accepts responsibility for completing tasks on time and with care</li><li><input type="checkbox"/> Accepts responsibility for own behaviour</li><li><input type="checkbox"/> Demonstrates self-direction in learning</li></ul>

PLAN FOR IMPROVEMENT (if necessary):

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PARENT SIGNATURE: \_\_\_\_\_

## **SELF-ASSESSMENT:**

1. What did you most enjoy about this project?

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2. What was most challenging for you?

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3. What would you do differently another time if you had to do it again?

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4. What was most helpful for you in this project?

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5. How could I have helped you better?

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6. Did you parent(s) or guardian(s) get involved in the project as well? How?

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7. Anything else you'd like to add?

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## DOUBLE -ENTRY JOURNAL PEER ASSESSMENT

Your name: \_\_\_\_\_

In your groups, read your double-entry journals for this cycle to each other. Remember what good group work and listening “looks like” and “sounds like!” When each member has read, discuss the journal and assess each group member using the rubric below.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
There are at least two kinds of connections (text to text, text to world, text to self) in the entry. There are less than three entries. Entries state a limited and unclear reference to a passage in the book, and an unclear and/or limited explanation of its related connection.	There are at least two kinds of connections (text to text, text to world, text to self) in the entry. There are between three and five entries. Entries state a general reference to a passage in the book, and some basic explanation of its related connection.	There are all three kinds of connections (text to text, text to world, text to self) in the entry. There are at least five entries. Entries state a complete reference to a passage in the book, and a complete and considerable explanation of its related connection.	There are all three kinds of connections (text to text, text to world, text to self) in the entry. There are six or more entries. Entries state a complete and detailed reference to a passage in the book (quoted and cited), and a thorough, detailed explanation of its related connection.

Group Member 1’s Name: \_\_\_\_\_

Level for Group Member 1, in your opinion (circle):

R    1    1+    2    2+    3    3+    4

Why do you think he or she deserves this level?

\_\_\_\_\_

What suggestions/next steps would you give the group member for next time?

\_\_\_\_\_

Group Member 2’s Name: \_\_\_\_\_

Level for Group Member 1, in your opinion (circle):

R    1    1+    2    2+    3    3+    4

Why do you think he or she deserves this level?

\_\_\_\_\_

What suggestions/next steps would you give the group member for next time?

\_\_\_\_\_

Group Member 3’s Name: \_\_\_\_\_

Level for Group Member 1, in your opinion (circle):

R    1    1+    2    2+    3    3+    4

Why do you think he or she deserves this level?

\_\_\_\_\_

What suggestions/next steps would you give the group member for next time?

\_\_\_\_\_

## **CURRICULUM EXPECTATIONS: LIT CIRCLES WITH “BLOGS” & DOUBLE-ENTRY JOURNALS**

### **WRITING**

Overall Expectations:

- Communicate ideas and information for a variety of purposes (to outline an argument, report on observations) and to specific audiences
- Use writing for various purposes and in a range of contexts, including school work (e.g. to develop and clarify ideas, to express thoughts and opinions)
- Produce pieces of writing using a variety of forms techniques, and resources appropriate to the form and purpose, and materials from other media
- Produce media texts using writing and materials from other media (e.g. create a web page)
- Use and spell correctly the vocabulary appropriate for this grade level
- Revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience
- Proofread and correct their final drafts, focusing on grammar, punctuation, spelling, and conventions of style

### **READING**

Overall Expectations:

- Read aloud, showing understanding of the material and awareness of the audience
- Read independently, selecting appropriate reading strategies
- Explain their interpretation of a written work, supporting it with evidence from the work and their own knowledge and experience
- Use conventions of written materials to help them understand and use the materials

Specific Expectations:

- Identify the elements of a story and explain how they relate to each other
- Make judgments and draw conclusions about ideas in written materials on the basis of evidence
- Select appropriate reading strategies
- Identify a writer’s perspective or a character’s motivation

### **ORAL AND VISUAL COMMUNICATION**

Overall Expectations:

- Make reports, describe and explain a course of action, and follow detailed instructions
- Ask and answer questions to obtain and clarify information
- Communicate a main idea about a topic and describe a sequence of events
- Express and respond to a range of ideas and opinions concisely, clearly, and appropriately

- Contribute and work constructively in groups
- Demonstrate the ability to concentrate by identifying main points and staying on topic
- Analyse media works
- Create a variety of media works
- Use the conventions of oral language, and of the various media, that are appropriate to the grade

Specific Expectations:

- Use constructive strategies in small-group discussions (e.g. invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement)
- Analyse and assess a media work and express a considered viewpoint about it
- Create a variety of media works

### **INFORMATION STUDIES:**

#### **INQUIRY AND RESEARCH**

Overall Expectations:

- Explore information using a variety of group activities
- Relate prior knowledge to information tasks
- Collaborate with others to share findings and ideas
- Present research finding in a variety of forms for a variety of audiences
- Reflect on and evaluate product and process

#### **INFORMATION TECHNOLOGIES**

Overall Expectations:

- Use information technology to explore information, collaborate with others, test ideas, and present findings
- Use information technology to relate prior knowledge, locate information, synthesize findings, formulate conclusions, and transfer knowledge and skills

Specific Expectations:

- Contribute information to a class web page
- Use email and web pages to share information
- Describe the purpose of netiquette and follow its protocols

#### **INFORMATION AND SOCIETY**

Overall Expectations:

- Demonstrate an understanding of varied ways of creating and communicating information
- Transfer information skills and knowledge to enrich personal life and contribute to society

NAME: \_\_\_\_\_ PARENT SIGNATURE: \_\_\_\_\_

<b>REFLECTION RUBRIC: CYCLE 1 2 3 4</b>				
<b>ACHIEVEMENT:</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
Thinking	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
Application	Transfers knowledge and skills to new contexts (blogs) with limited effectiveness	Transfers knowledge and skills to new contexts (blogs) with some effectiveness	Transfers knowledge and skills to new contexts (blogs) with considerable effectiveness	Transfers knowledge and skills to new contexts (blogs) with a high degree of effectiveness
Communication	Communicates for different audiences and purposes with limited effectiveness; responds to reading by expressing ideas in a limited way	Communicates for different audiences and purposes with some effectiveness; responds to reading by occasionally expressing ideas clearly and logically	Communicates for different audiences and purposes with considerable effectiveness; responds to reading by usually expressing ideas clearly and logically	Communicates for different audiences and purposes with a high degree of effectiveness; responds to reading by consistently expressing ideas clearly and logically
Knowledge	Demonstrates limited knowledge and understanding of content and/or writing conventions (spelling, grammar, and punctuation)	Demonstrates some knowledge and understanding of content and/or writing conventions (spelling, grammar, and punctuation)	Demonstrates considerable knowledge and understanding of content and/or writing conventions (spelling, grammar, and punctuation)	Demonstrates a high degree of knowledge and understanding of content and/or writing conventions (spelling, grammar, and punctuation)



NAME: \_\_\_\_\_ PARENT SIGNATURE: \_\_\_\_\_

<b>REFLECTION RUBRIC: CYCLE 1 2 3 4</b>				
<b>ACHIEVEMENT:</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
Thinking	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
Application	Transfers knowledge and skills to new contexts (blogs) with limited effectiveness	Transfers knowledge and skills to new contexts (blogs) with some effectiveness	Transfers knowledge and skills to new contexts (blogs) with considerable effectiveness	Transfers knowledge and skills to new contexts (blogs) with a high degree of effectiveness
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Knowledge	Demonstrates limited knowledge and understanding of content and/or writing conventions (spelling, grammar, and punctuation)	Demonstrates some knowledge and understanding of content and/or writing conventions (spelling, grammar, and punctuation)	Demonstrates considerable knowledge and understanding of content and/or writing conventions (spelling, grammar, and punctuation)	Demonstrates a high degree of knowledge and understanding of content and/or writing conventions (spelling, grammar, and punctuation)



NAME: \_\_\_\_\_ PARENT SIGNATURE: \_\_\_\_\_

<b>REPLY RUBRIC: CYCLE 1 2 3 4</b>				
<b>ACHIEVEMENT:</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
Thinking	Express and respond to a range of ideas and opinions with limited effectiveness (seldom concise, clear, or appropriate)	Express and respond to a range of ideas and opinions with some effectiveness (occasionally concise, clear, and/or appropriate)	Express and respond to a range of ideas and opinions with considerable effectiveness (often concisely, clearly, and appropriately)	Express and respond to a range of ideas and opinions with a high degree of effectiveness (always concisely, clearly, and appropriately)
Application	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with limited effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with some effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with considerable effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with a high degree of effectiveness
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Knowledge	Demonstrates a limited understanding of content within online discussions	Demonstrates some understanding of content within online discussions	Demonstrates considerable understanding of content within online discussions	Demonstrates a high degree of understanding of content within online discussions



NAME: \_\_\_\_\_ PARENT SIGNATURE: \_\_\_\_\_

<b>REPLY RUBRIC: CYCLE 1 2 3 4</b>				
<b>ACHIEVEMENT:</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
Thinking	Express and respond to a range of ideas and opinions with limited effectiveness (seldom concise, clear, or appropriate)	Express and respond to a range of ideas and opinions with some effectiveness (occasionally concise, clear, and/or appropriate)	Express and respond to a range of ideas and opinions with considerable effectiveness (often concisely, clearly, and appropriately)	Express and respond to a range of ideas and opinions with a high degree of effectiveness (always concisely, clearly, and appropriately)
Application	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with limited effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with some effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with considerable effectiveness	Makes connections within and between various contexts (text-to-text, text-to-self, text-to-world) with a high degree of effectiveness
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Knowledge	Demonstrates a limited understanding of content within online discussions	Demonstrates some understanding of content within online discussions	Demonstrates considerable understanding of content within online discussions	Demonstrates a high degree of understanding of content within online discussions

