

MARK	DESCRIPTOR
0	<p>The student does not meet any of the standards listed above consistently. The entry makes only a passing reference to the activity with little narrative format and with little or no effort to utilize any synthesis, analysis or reflection. The IB learner profile is not identified or is only discussed in a superficial manner.</p>
1-2	<p>This work is <b>limited</b>: The student <b>lists</b> their process and reflects on their reasons for their choices.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student uses little synthesis, analysis and reflection in the entry and does so in a superficial, obvious manner.</li> <li><input type="checkbox"/> Student follows narrative format however minimally <b>lists</b> their activity with minimal reflection, perception, confirmation, self-evaluation but it is perfunctory.</li> <li><input type="checkbox"/> Student makes predictable observations about what type of learner characteristic he/she displayed.</li> </ul>
3-4	<p>This work is <b>underdeveloped</b>: The student <b>outlines</b> their process and somewhat reflects on their reasons for their choice.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student <b>outlines</b> the process by which they practically developed and prepared their work.</li> <li><input type="checkbox"/> Student uses some combination of synthesis, analysis and reflection throughout entry in a minimally competent way.</li> <li><input type="checkbox"/> Student <b>outlines</b> their activity, reflection, perception, confirmation, self-evaluation with basic and rudimentary skill.</li> <li><input type="checkbox"/> Student makes credible observations about what type of learner characteristic he/she displayed.</li> </ul>
5-6	<p>This work is <b>good</b>. The student <b>describes</b> their process and reflects on their reasons for their choice</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student uses some combination of synthesis, analysis and reflection throughout entry with considerable depth of understanding to <b>describe</b> their work.</li> <li><input type="checkbox"/> Student follows <b>descriptive</b> narrative format: activity, reflection, perception, confirmation, self-evaluation in a manner that flows and makes understanding clear.</li> <li><input type="checkbox"/> Student makes excellent, thoughtful observations about what type of learner characteristic he/she displayed.</li> </ul>
7-8	<p>This work is <b>excellent</b>. The student <b>explains</b> their process and reflects with detailed explanation for their choices</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student uses a combination of synthesis, analysis and reflection throughout entry with alacrity, flair and imagination in a way that challenges and expands their understanding to <b>explain</b> their work.</li> <li><input type="checkbox"/> Student follows narrative format: activity, reflection, perception, confirmation, self-evaluation in a highly effective, cohesive manner.</li> <li><input type="checkbox"/> Student makes incisive and definitive observations about what type of learner characteristic he/she displayed.</li> </ul>
7 5 5	<ul style="list-style-type: none"> <li><input type="checkbox"/> Journal is published on time.</li> <li><input type="checkbox"/> Grammar, spelling and organization.</li> <li><input type="checkbox"/> Language is academic in tone.</li> </ul>

/ 25 POINTS POSSIBLE

TEACHER NOTES: