



READING/WRITING METACOGNITIVE JOURNAL RUBRIC

ACCOMPLISHED: A (90-100 points)	PROFICIENT: B (80-89 points)	BASIC: C (70-79 points)	NOVICE: D (Below 69 points)
Journal is complete, organized, and is completed on time	Journal is complete and is completed on time	Journal is turned in on time but is incomplete and/or disorganized	Journal is turned in on time but incomplete and disorganized
The left column contains plentiful essential information from each section of the text (evidence)	The left column contains most essential information from each section of the text	The left column contains some essential information from each section of the text	The left column contains little essential information from each section of the text
Correct page or paragraph numbers accompany each entry in the left column	Correct page or paragraph numbers accompany most entries in the left column	Correct page or paragraph numbers accompany some entries in the left column	Correct page or paragraph numbers accompany few or no entries in the left column
The right column contains interpretation/s for each entry that clearly show thoughtful reading	The right column contains Interpretation/s for most entries that clearly show thoughtful reading	The right column contains interpretation/s for some entries that clearly show thoughtful reading	The right column contains interpretation/s for few entries that clearly show thoughtful reading
Annotations are made throughout the entire text (assigned reading) that clearly show thoughtful reading (e.g. making connections, asking questions, comments, predictions, clarifying, etc.)	Annotations are made throughout most of the text (assigned reading) that clearly show thoughtful reading (e.g. making connections, asking questions, comments, predictions, clarifying, etc.)	Annotations are made throughout some of the text (assigned reading) that clearly show thoughtful reading (e.g. making connections, asking questions, comments, predictions, clarifying, etc.)	Annotations are made throughout little of text (assigned reading) that clearly show thoughtful reading (e.g. making connections, asking questions, comments, predictions, clarifying, etc.)

UPGRADES: Students earning Basic or Novice on the **first** Journal collection (it is collected three times during the semester) may redo entries to receive a Proficient Score.

NO CREDIT: There are three ways to receive no credit:

1. Do not do the Journal
2. Do not turn in the Journal
3. Copy another students' Journal entries and turn them in as your own.

NOTE: Bring your Reading/Writing Metacognitive Journal to **every** class; you never know when they will be collected. If you are absent or do not have your Journal with you the night they are collected, you may turn it in during the following course for a penalty of 10 points (one full grade).

SAMPLE: Turn this rubric over!

If you have questions, just ask!

Sample

METACOGNITIVE READING JOURNAL

Title of Text "How to Mark a Text" by Mortimer J. Adler

Date 6/20/2011

Evidence (quotes, phrases, words from the text)	Interpretation (questions, comments, predictions, connections)
<p>"write between the lines" (par. 1)</p>	<p>How can you write between the lines?</p>
<p>"not mutilation" but "love" (par. 2)</p>	<p>Strong words for just writing in book.</p>
<p>two ways one can own a book:</p> <ol style="list-style-type: none">1. own books like clothes or furniture2. "full ownership" only comes when you write in a book (par.4)	<p>Two? Oh, ways <u>to own</u>, not just have.</p> <p>Not everyone can afford books in this day and age; it's a luxury. Also, what about electronic books? Some people do not need to write in their books, right? In high school we would get in trouble if we wrote in our books. What about collectors?</p>
<p>"Beefsteak"? "Icebox" (par. 4)</p>	<p>These words made me wonder when this essay was written. When I discovered at the end of the text that it was written in 1942, I wasn't surprised!</p>
<p>"consume it" and "bloodstream" (par 4).</p>	<p>I have never heard of "beefsteak," but I get that he is comparing it to books trying to get his point across that reading a book becomes part of us like food—but only if it's a good book, otherwise it just passes thru. Honestly, I can't imagine a book being that good.</p>
<p>"reverence" (par. 5)</p>	<p>I would never have "reverence" for paper... seems too strong a word, but he does seem to <u>really</u> be into books and this word helps him come across as super passionate. I think this is tone?</p>
<p>"Having a fine library doesn't prove that its owner has a mind enriched by books; it proves nothing more than that he, his father, or his wife, was rich enough to buy them" (par. 5)</p>	<p>I totally agree (people can be posers). This seems to go against what he was writing earlier about everyone needing to have "full ownership" (par.4)</p>