Journal Entries- College Information

\*NOTE: Presentation should be given as if you are the college freshman telling the class about your freshman year and your new college

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| **Category** | **Exemplary**  **Points Possible:\_\_\_\_\_\_\_** | **Above Average**  **Points Possible:\_\_\_\_\_\_\_** | **Average**  **Points Possible:\_\_\_\_\_\_\_** | **Below Average**  **Points Possible:\_\_\_\_\_\_\_** |
| **College Information Sheet** | All parts of the College Information Sheet is complete and accurate | Most of the College Information Sheet is complete and accurate with only one or two missing elements | The College Information Sheet is missing a few elements, 3-7. | The college information sheet is missing many elements. |
| **Focus on Assigned Topic** | The entire journal is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the journal is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the journal is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the journal to the assigned topic. |
| **Creativity** | The journal contains many creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |
| **Spelling and Grammar** | Journal has no misspellings or grammatical errors. | Journal has 1-2 misspellings, but no grammatical errors. | Journal has 1-2 grammatical errors but no misspellings. | Journal has more than 2 grammatical and/or spelling errors. |
| **Presentation** | Members spoke at a good rate, volume and with good grammar.  They maintained eye-contact while using, but not reading their notes. | Members spoke a little faster or slower than necessary, or too quietly or loudly.  They used acceptable grammar.  They maintained eye-contact, but relied too much on their notes. | Members spoke at a good rate and volume, but used poor grammar.  They relied heavily on their notes. | There was no presentation |