



Task Title: Keep a Journal

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary Independence

Task Description: The learner will be asked to keep a journal to record experiences, feelings, and thoughts.

Main Competency/Task Group/Level Indicator:

- Communicate Ideas and Information/Write continuous text/B2.2
- Communicate Ideas and Information/Express oneself creatively/B4

Materials Required:

- Pen/pencil and paper (or journal) and/or digital device

Learner Information

Students are often asked to keep a journal to record experiences, feelings, and thoughts. Students might write about an assigned topic, a story or book they are required to read, a current event or issue, or about their own life experiences. The assignment of keeping a journal usually requires the student to record his or her observations, ideas, and questions using descriptive words. Keeping a journal provides students with an opportunity to express themselves creatively and to develop and express their point of view or opinion. Keeping a journal also prepares students for other types of writing in which they will be required to present their point of view.

Scan the "Sample Journal Entry".

Sample Journal Entry

As I watched the tube fill from a glossy yellow to a deep red, I felt less alive than ever. It entered the machine, whirring and spinning. Meanwhile, I sat there. At first it seemed like hours, and it slowly *became* hours. What felt like the entire day ticked by—as slowly as the red in the tube—while I stared at the machine.

Today marks six months since I started hemodialysis. I had to start because I got really sick. I have always been more or less healthy, but the doctors told me that I have “chronic glomerulonephritis.” Believe me, even though it’s the biggest word I know, I wish I had never had to learn it. There’s this big scientific explanation about what is going wrong with the various structures in my kidneys, but that isn’t what I want to write here.

No, the important thing that you need to know is that the disease I have makes my kidneys almost useless. A year ago, I didn’t even know what kidneys do, aside from vaguely resembling a disgusting bean that bears their name. It turns out, though, that your body uses its kidneys to filter out the waste left over from other bodily processes. Apparently, our bodily cells are cranking out toxic waste all day long.

So, that’s my problem: lots of toxins in my blood, and my kidneys are no longer filtering them out. That’s why I have to get plugged into a dialyzer machine. If it weren’t for the machine, I would die. What I have learned from this is who I am and what is really important to me. This realization, while terrifying, has pushed me to write down my dreams, my fears, and my innermost thoughts. I think this process could end up helping me almost as much as the one performed by the machine.

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Work Sheet

Task 1: Write a journal entry about a recent event in your life, or what is taking place in your life today. Continue the journal by writing at least two more entries on subsequent days within one week of your first journal entry. Copy and date your entries below or attach them to this task.

Answer:

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Answers

This journal activity asks for a written response. At the discretion of the instructor, students could create a journal in other ways; for example, a journal could be oral (recorded), or expressed in drawings, collage, photos, or other artwork.

As with any creative work, marking a journal can present challenges. The instructor may wish to develop their own rubric to share with the student, outlining the basic requirements for the journal entry such as suggested topics, length of entries, and features expected (e.g. personal responses such as thoughts or feelings, connections to other related issues or real-world events). Check-mark rubrics can be particularly effective for creative work.

Expressing oneself creatively produces vulnerability. In order for learners to feel comfortable with journal writing in the classroom, a climate of trust and confidentiality must be established between instructor and learner. Sensitive or controversial topics must be handled with care. The instructor may wish to institute a consistent marking period for creative work, allowing for a day or two to consider the work before making any comment. The instructor's considered written or oral response (feedback) to creative work is often more important to the learner than the mark or grade. Feedback should be designed not only to assess the work but to encourage the creative spirit.

A sample rubric is included.

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| | See Me for Help | Needs Improvement | Okay | Good | Great | Excellent |
|---|--|---|--|--|---|---|
| Writes Texts to Present Information | <p>Demonstrates no understanding of the assignment</p> <p>Essay does not have a purpose</p> <p>Essay does not make a point about the subject</p> <p>Ideas in the essay are not considered and not elaborated</p> <p>Ideas are not developed</p> <p>No support for the ideas is presented</p> | <p>Demonstrates an incomplete understanding of the assignment</p> <p>Essay's purpose is not clear or fully expressed</p> <p>Essay does not make a clear point about the subject</p> <p>Ideas in the essay are not fully considered and not elaborated</p> <p>The development of the ideas is incomplete and not logical</p> <p>Support for the ideas presented is vague and illogical</p> | <p>Demonstrates a basic but somewhat incomplete understanding of the assignment</p> <p>Essay's purpose may not be entirely clear and needs to be more fully expressed</p> <p>Essay makes a vague point about the subject</p> <p>Ideas in the essay are thought out but vague and lack detail</p> <p>The development of the ideas is not entirely complete but generally logical</p> <p>Support for the ideas presented is vague and lacks detail</p> | <p>Demonstrates a basic understanding of the assignment</p> <p>Essay's purpose is clear and generally well expressed</p> <p>Essay makes a point about the subject</p> <p>Ideas in the essay are thought out but not completely elaborated</p> <p>The development of the ideas is not entirely complete but generally logical</p> <p>Support for the ideas presented is general and somewhat detailed</p> | <p>Demonstrates a general, essentially complete understanding of the assignment</p> <p>Essay's purpose is clear and well-articulated</p> <p>Essay makes a clear point about the subject</p> <p>Ideas in the essay are thought out and elaborated</p> <p>The development of the ideas is mostly thorough and generally logical</p> <p>Support for the ideas presented is specific and detailed</p> | <p>Demonstrates a clear and complete understanding of the assignment</p> <p>Essay's purpose is clear and very well-articulated</p> <p>Essay makes a clear and insightful point about the subject</p> <p>Ideas in the essay are completely thought out and well elaborated</p> <p>The development of the ideas is thorough and logical</p> <p>Support for the ideas presented is highly specific and very detailed</p> |
| Manages Unfamiliar Elements to Complete Task | <p>Word choices are haphazard and inappropriate</p> <p>Essay shows no understanding of the topic</p> | <p>Word choices are generally not precise or accurate</p> | <p>Word choices reflect thought but are seldom precise or accurate</p> <p>Essay shows occasional</p> | <p>Word choices reflect thought but are not always precise and accurate</p> | <p>Essay displays generally precise and accurate word choices</p> <p>Essay shows a considered</p> | <p>Essay displays great precision and accuracy in word choices</p> <p>Essay shows a deep, well considered</p> |

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| | | Essay shows little understanding of the topic | understanding of the topic | Essay shows some understanding of the topic | understanding of the topic | understanding of the topic |
|---|---|--|--|--|---|--|
| <p>Selects and Uses Vocabulary, Tone and Structure Appropriate to the Task</p> | Writer’s voice is not consistent | Writer’s voice is generally inconsistent | Writer’s voice is not always consistent | Writer’s voice is somewhat consistent throughout the essay | Writer’s voice is generally consistent and effective throughout the essay | Writer’s voice is clear, consistent and effective throughout the essay |
| | Writer’s voice is not appropriate to the subject matter | Writer’s voice is sometimes inappropriate to the subject matter | Writer’s voice is not always appropriate to the subject matter | Writer’s voice is generally appropriate to the subject matter | Writer’s voice is appropriate to the subject matter | Writer’s voice is perfectly attuned to the subject matter |
| | Writer’s voice is not appropriate for the audience | Writer’s voice is sometimes inappropriate for the audience | Writer’s voice is not always appropriate for the audience | Writer’s voice is generally appropriate for the audience | Writer’s voice is appropriate for the audience | Writer’s voice is perfectly attuned to the audience |
| | Essay’s tone demonstrates insensitivity to the subject matter or is offensive | Essay’s tone demonstrates little sensitivity to the subject matter | Essay’s tone demonstrates only occasional sensitivity to the subject matter | Essay’s tone demonstrates some sensitivity to the subject matter | Essay’s tone demonstrates sensitivity to the subject matter | Essay’s tone demonstrates exceptional sensitivity to the subject matter |
| | Descriptive phrasing is not used | Descriptive phrasing is generally not used | Descriptive phrasing is occasionally attempted but is not effective or is irrelevant | Descriptive phrasing is attempted but is not always effective | Descriptive phrasing is engaging and highly developed | Descriptive phrasing is vivid and highly effective |
| <p>Organizes and Sequences Writing to Communicate Effectively</p> | The essay has no title | The significance of the title is not clear | The significance of the title is not entirely clear | The significance of the title is generally clear but not explicitly so | The significance of the title is clear and meaningful | The significance of the title is clear and insightful |
| | No position about the topic is demonstrated | Position about the topic is not entirely clear | Essay suggests a position about the topic, but it may be vague | Essay implies a position about the topic | Essay states a position about the topic | Essay clearly states a position about the topic |
| | Introduction is unclear and does not catch attention | Introduction is not clear and may | Introduction is not entirely clear and may | Introduction is clear and attempts to grab the reader’s attention | Introduction is clear, effective and catches the reader’s attention | Introduction is very clear, effective and compelling – it grabs the reader’s attention |

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| | | | | | | |
|--|--|---|--|--|---|--|
| | <p>No supporting evidence is presented</p> <p>Sequence of supporting evidence is not effective, illogical and/ or did not provide enough evidence</p> <p>Transitions are not used</p> <p>No conclusion is included</p> | <p>not include an attention-getter</p> <p>Presentation of supporting evidence is somewhat unclear and lacks detail</p> <p>Sequence of supporting evidence is not effective and may be illogical</p> <p>Transitions are rarely used</p> <p>Conclusion does not recall the focus of the essay</p> | <p>not include an attention-getter</p> <p>Presentation of supporting evidence is generally clear but may lack details</p> <p>Sequence of supporting evidence is not entirely effective and not always logical</p> <p>Transitions are inconsistently used</p> <p>Conclusion may not recall the focus of the essay</p> | <p>Presentation of supporting evidence is generally clear and includes details</p> <p>Sequence of supporting evidence is generally effective but not always logical</p> <p>Transitions are used</p> <p>Conclusion recalls the focus of the essay</p> | <p>Presentation of supporting evidence is clear and complete with strong details</p> <p>Sequence of supporting evidence is logical and generally effective</p> <p>Transitions provide a progression from point to point</p> <p>Conclusion reaffirms the focus of the essay</p> | <p>Presentation of supporting evidence is exceptionally clear and thorough, with details that are explicit and vivid</p> <p>Sequence of supporting evidence is highly logical and exceptionally effective</p> <p>Transitions provide a seamless progression from point to point</p> <p>Conclusion is very effectively reaffirms the focus of the essay</p> |
| <p>Uses a Variety of Vocabulary, Structures and Approaches to Convey Main Ideas with supporting details</p> | <p>Sentences and paragraphs do not flow together</p> <p>Sentences do not vary in length and structure</p> <p>Numerous spelling errors prevent understanding</p> <p>Numerous errors in English usage and grammar impede understanding</p> | <p>Sentences and paragraphs may not flow together</p> <p>Sentences rarely vary in length and structure</p> <p>Spelling errors impede understanding</p> <p>The essay contains numerous errors in English usage and grammar</p> | <p>An effort is made to flow sentences and paragraphs but not always effective</p> <p>Sentences only occasionally vary in length and structure</p> <p>Some spelling errors impede understanding</p> <p>Errors in English usage and grammar may impede understanding at times</p> | <p>Sentences and paragraphs seldom flow together</p> <p>Sentences vary somewhat in length and structure but could use more variation</p> <p>Some spelling errors occur, but not enough to impede understanding</p> <p>The essay contains some errors in English usage and grammar,</p> | <p>Sentences and paragraphs generally flow freely together</p> <p>Sentences vary somewhat in length and structure</p> <p>Almost all words are spelled correctly</p> <p>The essay contains almost no errors in English usage and grammar</p> <p>The essay contains almost no errors in punctuation</p> | <p>Sentences and paragraphs flow freely together</p> <p>Sentences vary in length and structure</p> <p>All words are spelled correctly</p> <p>The essay contains no errors in English usage and grammar</p> <p>The essay contains no errors in punctuation</p> <p>The essay contains no errors in capitalization</p> |

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| | | | | | | |
|--|--|---|--|--|--|--|
| | <p>Numerous errors in punctuation impede understanding</p> <p>Numerous errors in capitalization impede understanding</p> | <p>Errors in punctuation often impede understanding</p> <p>The essay contains numerous errors in capitalization</p> | <p>Errors in punctuation may impede understanding</p> <p>Errors in capitalization may intrude on understanding</p> | <p>but not enough to impede understanding</p> <p>The essay contains some errors in punctuation but not enough to impede understanding</p> <p>The essay contains a few errors in capitalization</p> | <p>The essay contains almost no errors in capitalization</p> | |
|--|--|---|--|--|--|--|

Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
|--------|--|------------|---|------------------------------|
| B2.2 | writes texts to explain and describe | | | |
| | conveys intended meaning on familiar topics for a limited range of purposes and audiences | | | |
| | begins to sequence writing with some attention to organizing principles (e.g. time, importance) | | | |
| | uses limited range of vocabulary and punctuation appropriate to the task | | | |
| | begins to select words and tone appropriate to the task | | | |
| B4 | express oneself creatively, such as by writing journal entries, telling a story and creating art | | | |

This task: Was successfully completed Needs to be tried again

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Learner Comments:

Instructor (print):

Learner (print):
