

# Summative learning journals: Marking rubric

A holistic approach to marking is used; the whole piece of work is considered.

The purpose of the rubric is to show the major considerations that are made during the marking process. Please note that:

- The items are not of equal weight. E.g., Being 'Below expectation' for Summation will more negatively impact your grade than, say, being 'Below expectation' for Mechanics. Likewise, being 'Below expectation' for Reflection is not totally offset by being 'Above expectation' in Weekly Learning Journals

	<b>Below expectation</b>	<b>As expected</b>	<b>Above expectation</b>
<b>Summation: How do the weekly learning journals provide 'data' for the summative learning journal?</b>	The are few, if any, connections established between the learning journals and this piece of work.	There are clear connections made between some of the reflections in the weekly journals, and this piece of work. Major 'ideas' are selected from the journals.	Overarching themes are explicitly derived from the weekly journals. These themes become the subject of the summative journal.
<b>Reflection: What is the depth and quality of reflection (and hence the depth and quality of learning)?</b>	The reflection mainly takes the form of description, there is little evidence "of stepping back from an experience to ponder, carefully and persistently, its meaning to the self through the development of inferences" (Daudelin, 1996, p. 39).	Significant evidence of reflection and learning through "is the creation of meaning from past or current events that serves as a guide for future behavior" (Daudelin, 1996, p. 39). The reflection/learning is clearly done in the context of formal theory (from this course or other courses). The reflection is predicate mainly on single-loop learning.	Goes beyond expectations and incorporates is an example of robust double-loop learning.
<b>Academics: To what extent does the guide demonstrate academic ability; e.g., through the achievement of learning objectives, etc., or through higher order thinking skills</b>	Theory, if any is used to label; demonstration only of the low order thinking skills (Bloom (1956), or of concrete/dualist thinking (Perry, 1970).	Extensive evidence of mid-order thinking skills (e.g., applying and analysis) or of relativist thinking.	Significant evidence of higher order thinking skills (evaluation and synthesis), or of commitment (Perry, 1970)
<b>Mechanics: Does the journal meet all the formatting requirements, as described in the Course Overview?</b>	Many errors in APA formatting. Failure to comply with any of the typographical formatting requirements (margins, fonts, and so on) The title does not encapsulate the spirit of the journal's message.	Meets most of the formatting requirements. The title signals a message from the journal.	Formatting as expected. The title is engages the reader and signals the important/main message from the journal.
<b>Writing: To what extent is the journal well written?</b>	A significant number of errors in grammar and/or spelling. Poorly structured paragraphs, or paragraphs that do not logically flow/connect. Awkward sentence structures. Writing may be uninteresting to read, or fails to engage the reader.	Few grammatical errors or spelling mistakes. Paragraphs are well structured (e.g., clear topic sentences, and logic flow). Writing is generally engaging and easy to read.	A delight to read. Writing is persuasive and engaging. Grammar, spelling, or word choice do not distract from the guide's message.
<b>Weekly Learning Journals: To what extent were the weekly learning journals completed?</b>	One or more of the weekly learning journals were not submitted as required in the <a href="#">Course Overview</a> .	All of the learning journals were submitted as required in <a href="#">Course Overview</a> .	More than the required (quality) weekly journals were submitted.