

Task Title: Keep a Journal

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Goal Path:** | Employment | Apprenticeship |
| --- | --- | --- |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**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.

# 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:

# 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.

|  | **See Me for Help** | **Needs Improvement** | **Okay** | **Good** | **Great** | **Excellent** |
| --- | --- | --- | --- | --- | --- | --- |
| **Writes Texts to Present Information** | Demonstrates no understanding of the assignmentEssay does not have a purposeEssay does not make a point about the subjectIdeas in the essay are not considered and not elaboratedIdeas are not developedNo support for the ideas is presented  | Demonstrates an incomplete understanding of the assignmentEssay’s purpose is not clear or fully expressedEssay does not make a clear point about the subjectIdeas in the essay are not fully considered and not elaboratedThe development of the ideas is incomplete and not logicalSupport for the ideas presented is vague and illogical | Demonstrates a basic but somewhat incomplete understanding of the assignmentEssay’s purpose may not be entirely clear and needs to be more fully expressedEssay makes a vague point about the subjectIdeas in the essay are thought out but vague and lack detailThe development of the ideas is not entirely complete but generally logicalSupport for the ideas presented is vague and lacks detail | Demonstrates a basic understanding of the assignmentEssay’s purpose is clear and generally well expressedEssay makes a point about the subjectIdeas in the essay are thought out but not completely elaboratedThe development of the ideas is not entirely complete but generally logicalSupport for the ideas presented is general and somewhat detailed | Demonstrates a general, essentially complete understanding of the assignmentEssay’s purpose is clear and well-articulatedEssay makes a clear point about the subjectIdeas in the essay are thought out and elaboratedThe development of the ideas is mostly thorough and generally logicalSupport for the ideas presented is specific and detailed | Demonstrates a clear and complete understanding of the assignmentEssay’s purpose is clear and very well-articulatedEssay makes a clear and insightful point about the subjectIdeas in the essay are completely thought out and well elaboratedThe development of the ideas is thorough and logicalSupport for the ideas presented is highly specific and very detailed |
| **Manages Unfamiliar Elements to Complete Task** | Word choices are haphazard and inappropriateEssay shows no understanding of the topic | Word choices are generally not precise or accurateEssay shows little understanding of the topic | Word choices reflect thought but are seldom precise or accurateEssay shows occasional understanding of the topic | Word choices reflect thought but are not always precise and accurate Essay shows some understanding of the topic | Essay displays generally precise and accurate word choicesEssay shows a considered understanding of the topic | Essay displays great precision and accuracy in word choicesEssay shows a deep, well considered understanding of the topic |
| **Selects and Uses Vocabulary, Tone and Structure Appropriate to the Task** | Writer’s voice is not consistentWriter’s voice is not appropriate to the subject matterWriter’s voice is not appropriate for the audienceEssay’s tone demonstrates insensitivity to the subject matter or is offensive Descriptive phrasing is not used | Writer’s voice is generally inconsistentWriter’s voice is sometimes inappropriate to the subject matterWriter’s voice is sometimes inappropriate for the audienceEssay’s tone demonstrates little sensitivity to the subject matterDescriptive phrasing is generally not used | Writer’s voice is not always consistentWriter’s voice is not always appropriate to the subject matterWriter’s voice is not always appropriate for the audienceEssay’s tone demonstrates only occasional sensitivity to the subject matterDescriptive phrasing is occasionally attempted but is not effective or is irrelevant | Writer’s voice is somewhat consistent throughout the essayWriter’s voice is generally appropriate to the subject matterWriter’s voice is generally appropriate for the audienceEssay’s tone demonstrates some sensitivity to the subject matterDescriptive phrasing is attempted but is not always effective  | Writer’s voice is generally consistent and effective throughout the essayWriter’s voice is appropriate to the subject matterWriter’s voice is appropriate for the audienceEssay’s tone demonstrates sensitivity to the subject matterDescriptive phrasing is engaging and highly developed | Writer’s voice is clear, consistent and effective throughout the essayWriter’s voice is perfectly attuned to the subject matterWriter’s voice is perfectly attuned to the audienceEssay’s tone demonstrates exceptional sensitivity to the subject matterDescriptive phrasing is vivid and highly effective |
| **Organizes and Sequences Writing to Communicate Effectively** | The essay has no titleNo position about the topic is demonstratedIntroduction is unclear and does not catch attentionNo supporting evidence is presentedSequence of supporting evidence is not effective, illogical and/ or did not provide enough evidence Transitions are not usedNo conclusion is included | The significance of the title is not clearPosition about the topic is not entirely clearIntroduction is not clear and may not include an attention-getterPresentation of supporting evidence is somewhat unclear and lacks detailSequence of supporting evidence is not effective and may be illogical Transitions are rarely usedConclusion does not recall the focus of the essay | The significance of the title is not entirely clearEssay suggests a position about the topic, but it may be vagueIntroduction is not entirely clear and may not include an attention-getterPresentation of supporting evidence is generally clear but may lack detailsSequence of supporting evidence is not entirely effective and not always logical Transitions are inconsistently usedConclusion may not recall the focus of the essay | The significance of the title is generally clear but not explicitly soEssay implies a position about the topicIntroduction is clear and attempts to grab the reader’s attentionPresentation of supporting evidence is generally clear and includes detailsSequence of supporting evidence is generally effective but not always logicalTransitions are usedConclusion recalls the focus of the essay | The significance of the title is clear and meaningfulEssay states a position about the topicIntroduction is clear, effective and catches the reader’s attentionPresentation of supporting evidence is clear and complete with strong detailsSequence of supporting evidence is logical and generally effectiveTransitions provide a progression from point to pointConclusion reaffirms the focus of the essay | The significance of the title is clear and insightfulEssay clearly states a position about the topicIntroduction is very clear, effective and compelling – it grabs the reader’s attentionPresentation of supporting evidence is exceptionally clear and thorough, with details that are explicit and vividSequence of supporting evidence is highly logical and exceptionally effectiveTransitions provide a seamless progression from point to pointConclusion is very effectively reaffirms the focus of the essay |
| **Uses a Variety of Vocabulary, Structures and Approaches to Convey Main Ideas with supporting details** | Sentences and paragraphs do not flow together Sentences do not vary in length and structure Numerous spelling errors prevent understanding Numerous errors in English usage and grammar impede understandingNumerous errors in punctuation impede understanding Numerous errors in capitalization impede understanding | Sentences and paragraphs may not flow together Sentences rarely vary in length and structure Spelling errors impede understanding The essay contains numerous errors in English usage and grammarErrors in punctuation often impede understanding The essay contains numerous errors in capitalization | An effort is made to flow sentences and paragraphs but not always effectiveSentences only occasionally vary in length and structure Some spelling errors impede understanding Errors in English usage and grammar may impede understanding at timesErrors in punctuation may impede understandingErrors in capitalization may intrude on understanding  | Sentences and paragraphs seldom flow together Sentences vary somewhat in length and structure but could use more variationSome spelling errors occur, but not enough to impede understanding The essay contains some errors in English usage and grammar, but not enough to impede understandingThe essay contains some errors in punctuation but not enough to impede understandingThe essay contains a few errors in capitalization | Sentences and paragraphs generally flow freely togetherSentences vary somewhat in length and structureAlmost all words are spelled correctlyThe essay contains almost no errors in English usage and grammarThe essay contains almost no errors in punctuationThe essay contains almost no errors in capitalization | Sentences and paragraphs flow freely togetherSentences vary in length and structureAll words are spelled correctlyThe essay contains no errors in English usage and grammarThe essay contains no errors in punctuationThe essay contains no errors in capitalization |

# 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

Learner Comments:

Instructor (print): Learner (print):

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