

The Daybook

What is a daybook?

A daybook is a reader's notebook. Daybooks can be used to make lists; jot down ideas; keep, return to, and answer questions; write drafts; draw and/or cut and paste pictures and images related to reading(s); and experiment with writing. Daybooks can be used for pop-up thoughts while reading, noting important quotations, reacting to what was read, being a home for post-its/annotations, and independent responses. If it's related to what you're reading and learning, it can go in your daybook. Every student's daybook will look a little different. Daybooks are a tool for students to help them understand the process of their own learning. The composition notebook you were asked to get for this class will be your daybook. We will work with our daybooks during most class periods: beginning responses to readings, answers to thinking questions, drawings related to readings, pasting in handouts, commenting on each other's ideas, etc. You should bring your daybook *every day*.

Organization

- Leave the first two or three pages of your daybook blank so you can make and continuously add to a Table of Contents
- Number all of the pages in your daybook so that you may find things easily
- If you don't like my glue, scissors, markers, colored pencils, highlighters, etc., you may want to bring your own.

Assessment

After we have been working with our daybooks for a few weeks, I will begin progress checks on a small selection of daybooks at a time about two or three times a week. These are *progress checks*; just like our standards-based grading system for the rest of this class, the "grade" for daybooks should be considered fluid. Please read comments and make adjustments as you go.

Appendix A. Rubric.

Daybooks allow students to informally practice *all* of the English I CP Focus Standards for this course. As such, the rubric for progress is slightly different.

CHECK	CHECK MINUS	MINUS	Comments
Student work is complete, detailed, and shows thoughtful consideration for task and practice; work is fully present and demonstrates proficiency	Student work mostly complete, missing some details, and/or shows some/minimal thoughtful consideration for task and practice; work is mostly present and demonstrates minimal proficiency	Student work is incomplete, not thorough, and does not demonstrate thoughtfulness of task and practice; work is either missing and/or does not demonstrate proficiency	