

Reflective Essay Rubric

Controlling Idea:

- 5 (Exceeds Standard) – Controlling idea clearly identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.
4 (Meets Standard) – Controlling idea identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.
3.5 (Nearly Meets Standard) – Controlling idea generally identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.
3 (Below Standard) – Controlling idea weakly identifies the purpose of the paper, and does not show analysis of a condition, personal observation, or experience.
2 (Little Progress Toward Standard) – Controlling idea does not identify purpose of the paper.

Analysis:

- 5 (Exceeds Standard) – In depth analysis of a condition, personal observation, or experience.
4 (Meets Standard) – Clear analysis of a condition, personal observation, or experience.
3.5 (Nearly Meets Standard) – Analysis of a condition, personal observation, or experience.
3 (Below Standard) – Superficial analysis of a condition, personal observation, or experience.
2 (Little Progress Toward Standard) – Limited analysis of a condition, personal observation, or experience.

Organization:

- 5 (Exceeds Standard) – Introduction creatively previews main ideas; conclusion leaves a lasting impression; purposeful placement of content unifies paper.
4 (Meets Standard) – Introduction clearly previews main ideas; conclusion leaves an impression on the reader; purposeful placement of content unifies paper.
3.5 (Nearly Meets Standard) – Introduction previews main ideas; conclusion provides a sense of closure; purposeful placement of content unifies paper.
3 (Below Standard) – Introduction provides little preview of main ideas; conclusion gives little support of ideas; weak placement of content.
2 (Little Progress Toward Standard) – Introduction provides no preview of main ideas; conclusion provides little sense of closure; little attention paid to placement.

Content:

- 5 (Exceeds Standard) – Much relevant information included; all extraneous information excluded.
4 (Meets Standard) – Relevant information included; extraneous information excluded.
3.5 (Nearly Meets Standard) – Mostly relevant information included; most extraneous information excluded.
3 (Below Standard) – Some relevant information included; some extraneous information excluded.
2 (Little Progress Toward Standard) – Little relevant information included; little extraneous information excluded.

Writing Strategies:

- 5 (Exceeds Standard) – Creative use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).
4 (Meets Standard) – Effective use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).
3.5 (Nearly Meets Standard) – Fair use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).
3 (Below Standard) – Weak use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).
2 (Little Progress Toward Standard) – Ineffective strategies used.

<p>Transitions:</p> <p>5 (Exceeds Standard) – Strong, varied, and sophisticated use of transitions.</p> <p>4 (Meets Standard) – Effective use of transitions.</p> <p>3.5 (Nearly Meets Standard) – Some effective use of transitions.</p> <p>3 (Below Standard) – Ineffective use of transitions.</p> <p>2 (Little Progress Toward Standard) – Lack of transitions result in choppy and disjointed ideas.</p>
<p>Voice and Word Choice:</p> <p>5 (Exceeds Standard) – Highly individual expression and purpose completely engage the reader with rich and lively language.</p> <p>4 (Meets Standard) – Strong expression and purpose engage the reader with clear and precise language.</p> <p>3.5 (Nearly Meets Standard) – Fair expression and purpose sometimes engage the reader.</p> <p>3 (Below Standard) – Expression and purpose rarely engage the reader.</p> <p>2 (Little Progress Toward Standard) – Limited language seriously impairs meaning.</p>
<p>Sentence Fluency:</p> <p>5 (Exceeds Standard) – Sentences vary greatly in length and structure enhancing flow.</p> <p>4 (Meets Standard) – Sentences vary in length and structure sustaining flow</p> <p>3.5 (Nearly Meets Standard) – Sentences vary slightly in length and structure restricting flow.</p> <p>3 (Below Standard) – Sentences vary little in length and structure disrupting flow.</p> <p>2 (Little Progress Toward Standard) – Sentences do not vary in length and structure inhibiting flow.</p>
<p>Conventions and Formatting:</p> <p>5 (Exceeds Standard) – No errors in format, grammar, usage, or spelling.</p> <p>4 (Meets Standard) – Few noticeable errors in format, grammar, usage, and spelling.</p> <p>3.5 (Nearly Meets Standard) – Some errors in format, grammar, usage, and spelling.</p> <p>3 (Below Standard) – Many errors in format, grammar, usage, and spelling.</p> <p>2 (Little Progress Toward Standard) – Excessive errors in format, grammar, usage, and spelling.</p>
<p>Revisions and Editing:</p> <p>5 (Exceeds Standard) – Revisions and edits enhance writing with ample evidence of writing process or no revisions and edits needed.</p> <p>4 (Meets Standard) – Revisions and edits improve writing with evidence of the writing process.</p> <p>3.5 (Nearly Meets Standard) – Revisions and edits improve writing somewhat with evidence of the writing process.</p> <p>3 (Below Standard) – Revisions and edits improve writing very little with evidence of the writing process.</p> <p>2 (Little Progress Toward Standard) – Revisions and edits do not improve writing with evidence of the writing process.</p>

TOTAL POINTS _____ = FINAL SCORE _____ (out of 50)

Adapted from: CHARIHO REGIONAL HIGH SCHOOL REFLECTIVE ESSAY (W-14) RUBRIC