

Name: \_\_\_\_\_ Score: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

### Reflective Writing School-Wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<b>Establishes a Context</b>  <i>Must meet standard on this expectation to meet the overall standard</i>	<i>Skillfully</i> selects and summarizes key ideas to establish context appropriate to the audience by using tools such as precise language, descriptive language, authoritative voice and/or persona.  Establishes an insightful interpretive claim/assertion in the form of a thesis when responding to a given prompt.	Selects and summarizes key ideas to establish <b>context</b> appropriate to the audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W-9-12.1&amp;2; VOG-Comm</i>  *Establishes a <b>precise interpretive claim</b> in the form of a <b>valid thesis</b> when responding to a given prompt. <i>W-9-12.1&amp;2; VOG-Critical</i>	Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.  Attempts an interpretive claim/assertion in the form of a thesis but the thesis may not address the prompt or may be invalid or unclear.	Does not select and summarize key ideas to set context.  Does not state a thesis.
<b>Demonstrates Critical Thinking</b>  <i>Must meet standard on this expectation to meet the overall standard</i>	<i>Skillfully</i> fulfills all discipline-specific and task requirements.  Skillfully analyzes a condition or situation of significance as the basis for reflection.  Makes connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights.  Accurately selects and skillfully uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus.  Provides closure leaving the reader with something provocative about which to think.  Skillfully maintains focus.	Fulfills all discipline-specific and task requirements.  *Analyzes a condition or situation of significance as the basis for the reflection. <i>W-10-14.2; VOG-Comm; VOG-SDL</i>  *Makes connections between personal ideas and experiences and more abstract aspects of life. <i>W-10-14.6; VOG-SDL</i>  Accurately selects and uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus. <i>W-10-14.4; VOG-Comm</i>  Provides closure, leaving the reader with something about which to think. <i>W-10-14.5</i>  Maintains focus. <i>W-10-5.5, 7.2</i>	Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.  Attempts to analyze the significance of a condition, situation, or issue to establish the basis of reflection, but some analysis lacks logic, precision, clarity, and/or accuracy; or analysis is insufficient.  Attempts to make connections between personal ideas and experiences and more abstract aspects of life, but connections are inappropriate and/or ineffective.  Attempts to use a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus; but some techniques are ineffective and/or inappropriate  Attempts to provide closure but is ineffective in providing the reader with something about which to think.  Weak focus.	Does not fulfill several discipline-specific and task requirements.  Most analysis of the condition, situation, or issue as the basis for reflection is inaccurate, unclear, or missing.  Makes limited connections to abstract aspects of life.  No attempt to select and use a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus  Does not provide closure or leave the reader with something about which to think.  Lacks focus.
<b>Produces Clear and Coherent Writing</b>	Uses a sophisticated organizational structure that enhances the response.  Establishes and consistently maintains a formal style and objective tone while attending to the discipline-specific writing norms and conventions.	Constructs and expresses well-developed ideas in a <b>clear and logically organized</b> manner appropriate to task, purpose, and audience with a coherent opening, body, transitions, and a conclusion that follows from and supports the argument presented. <i>W-9-12.1-4; VOG-Comm</i>  Establishes a <b>formal style and objective tone</b> while attending to the discipline-specific writing norms and conventions. <i>W-9-12.1d; 2e</i>	Provides some elements of organization and/or organization causes confusion.  Attempts to establish a formal style and objective tone, but one element is insufficient.	Little evidence of organization.  Does not establish either a formal style or an objective tone.
<b>Demonstrates Command of Written Language Conventions</b>	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling, and varied sentence construction. <i>L.9-12.1,2</i>  Occasional errors do not interfere with meaning (for on-demand writing).	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.  Errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.  Errors inhibit meaning.