

Name: _____

Score: _____ Teacher Name: _____

Reflective Writing School-wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p>Establishes a Context</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p><i>Skillfully</i> selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona.</p> <p>Establishes an <i>insightful</i> interpretive claim/assertion in the form of a thesis when responding to a given prompt.</p>	<p>Selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W.9-12.1&2</i></p> <p>*Establishes an interpretive claim/assertion in the form of a valid thesis when responding to a given prompt. <i>W.9-12.1&2</i></p>	<p>Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.</p> <p>Attempts an interpretive claim/assertion in the form of a thesis but thesis may not address the prompt or may be invalid or unclear.</p>	<p>Does not select and summarize key ideas to set context.</p> <p>Does not state a thesis.</p>
<p>Demonstrates Critical Thinking</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully fulfills all discipline-specific and task requirements.</p> <p>Skillfully analyzes a condition or situation of significance as the basis for reflection.</p> <p>Makes connections between personal ideas and experiences and more abstract aspects of life, leading to new perspective or insights.</p> <p>Accurately selects and skillfully uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus.</p> <p>Provides closure leaving the reader with something provocative about which to think.</p> <p>Skillfully maintains focus.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>*Analyzes a condition or situation of significance as the basis for the reflection. <i>W-10-14.2</i></p> <p>*Makes connections between personal ideas and experiences and more abstract aspects of life. <i>W-10-14.6</i></p> <p>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</i></p> <p>Provides closure, leaving the reader with something about which to think. <i>W-10-14.5</i></p> <p>Maintains focus. <i>W-10-5.5, 7.2</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Attempts to analyze the significance of a condition, situation, or issue to establish the basis of reflection.</p> <p>Attempts to make connections between personal ideas and experiences and more abstract aspects of life, but connections are inappropriate and/or ineffective.</p> <p>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.</p> <p>Attempts to provide closure but is ineffective in providing the reader with something about which to think.</p> <p>Weak focus.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Analysis of the condition, situation, or issue as the basis for reflection is inaccurate, unclear, or missing.</p> <p>Makes limited connections to abstract aspects of life.</p> <p>Limited attempt to select and use a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus or selected techniques are ineffective and/or inappropriate.</p> <p>Does not provide closure or leave the reader with something about which to think.</p> <p>Lacks focus.</p>
<p>Produces Clear and Coherent Writing</p>	<p>Uses a sophisticated organizational structure <i>that enhances the response</i>.</p> <p>Establishes and <i>consistently maintains</i> a formal style and objective tone while attending to the discipline-specific writing norms and conventions.</p>	<p>Provides organization appropriate to task, purpose, and audience with a clear and coherent opening, body, transitions, and a conclusion that follows from and supports the claim presented. <i>W.9-12.1-4</i></p> <p>Establishes a formal style and objective tone while attending to the discipline-specific writing norms and conventions. <i>W.9-12.1d; 2e</i></p>	<p>Provides some elements of organization and/or organization causes confusion.</p> <p>Attempts to establish a formal style and objective tone, but one element is insufficient.</p>	<p>Little evidence of organization.</p> <p>Does not establish either a formal style or an objective tone.</p>
<p>Demonstrates Command of Written Language Conventions</p>	<p>Demonstrates <i>consistent</i> control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling, and varied sentence construction. <i>L.9-12.1, 2</i></p> <p>Occasional errors do not interfere with meaning (for on-demand writing).</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors inhibit meaning.</p>

NOTES: a) Students cannot achieve an overall meet standard score (3 or 4) on the task if they have received a below standard score (1) on any individual indicator

b) An asterisk (*) indicates essential indicators when determining preponderance of the evidence

NOTES: a) Students cannot achieve an overall meet standard score (3 or 4) on the task if they have received a below standard score (1) on any individual indicator
b) An asterisk (*) indicates essential indicators when determining preponderance of the evidence