

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

NAME _____ DATE _____

ASSIGNMENT _____

	5 Exceeds Standard	4 Meets Standard	3.5 Nearly Meets Standard	3 Below Standard	2 Little Progress Toward Standard	0
Controlling Idea (W-14)	Controlling idea clearly identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.	Controlling idea identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.	Controlling idea generally identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.	Controlling idea weakly identifies the purpose of the paper, and does not show analysis of a condition, personal observation, or experience.	Controlling idea does not identify purpose of the paper.	
Analysis (W-7)	In depth analysis of a condition, personal observation, or experience.	Clear analysis of a condition, personal observation, or experience.	Analysis of a condition, personal observation, or experience.	Superficial analysis of a condition, personal observation, or experience.	Limited analysis of a condition, personal observation, or experience.	
Organization (W-14)	Introduction creatively previews main ideas; conclusion leaves a lasting impression; purposeful placement of content unifies paper.	Introduction clearly previews main ideas; conclusion leaves an impression on the reader; purposeful placement of content unifies paper.	Introduction previews main ideas; conclusion provides a sense of closure; purposeful placement of content unifies paper.	Introduction provides little preview of main ideas; conclusion gives little support of ideas; weak placement of content.	Introduction provides no preview of main ideas; conclusion provides little sense of closure; little attention paid to placement.	
Content (W-5, W-6, W-8)	Much relevant information included; all extraneous information excluded.	Relevant information included; extraneous information excluded.	Mostly relevant information included; most extraneous information excluded.	Some relevant information included; some extraneous information excluded.	Little relevant information included; little extraneous information excluded.	
Writing Strategies (W-14)	Creative use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).	Effective use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).	Fair use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).	Weak use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).	Ineffective strategies used.	
Transitions (W-3)	Strong, varied, and sophisticated use of transitions.	Effective use of transitions.	Some effective use of transitions.	Ineffective use of transitions.	Lack of transitions result in choppy and disjointed ideas.	
Voice And Word Choice (W-5), (W-7)	Highly individual expression and purpose completely engage the reader with rich and lively language.	Strong expression and purpose engage the reader with clear and precise language.	Fair expression and purpose sometimes engage the reader.	Expression and purpose rarely engage the reader.	Limited language seriously impairs meaning.	
Sentence Fluency (W-1)	Sentences vary greatly in length and structure enhancing flow.	Sentences vary in length and structure sustaining flow.	Sentences vary slightly in length and structure restricting flow.	Sentences vary little in length and structure disrupting flow.	Sentences do not vary in length and structure inhibiting flow.	
Conventions And Formatting (W-9)	No errors in format, grammar, usage, or spelling.	Few noticeable errors in format, grammar, usage, and spelling.	Some errors in format, grammar, usage, and spelling.	Many errors in format, grammar, usage, and spelling.	Excessive errors in format, grammar, usage, and spelling.	
Revisions and Editing (W-10)	Revisions and edits enhance writing with ample evidence of writing process or no revisions and edits needed.	Revisions and edits improve writing with evidence of the writing process.	Revisions and edits improve writing somewhat with evidence of the writing process.	Revisions and edits improve writing very little with evidence of the writing process.	Revisions and edits do not improve writing with evidence of the writing process.	

TOTAL POINTS _____ X 2 = FINAL SCORE _____ (Proficient Product = Score of 80)

Teacher's Signature _____