



Reflective Writing Generic Rubric 2008-2009

Expressive Writing: Reflective Essay—as established by the RI Grade Span Expectations

This rubric explains the elements of the prompt, expectations, and standards that should be included in the work. To demonstrate proficiency on this task, a student must **meet** or **exceed** standard on those expectations with an asterisk. In addition, a student cannot meet standard on this task if he/she receives **below standard** for any expectation.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
* Establishes a context	<p>Skillfully selects and summarizes key ideas to establish context appropriate to audience.</p> <p>Establishes an insightful claim/assertion in the form of a thesis when responding to a given prompt</p> <p>Skillfully uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice.</p>	<p>Establishes context by selecting and summarizing key ideas appropriate to audience. W-10-2.1; W-10-14.1</p> <p>Establishes an interpretive claim/assertion in the form of a thesis when responding to a given prompt. W-10-3.1a</p> <p>Uses precise and descriptive language that clarifies and supports intent and establishes an authoritative voice. W-10-7.4, 7.5</p>	<p>Selection or summary of key ideas and/or audience is unclear.</p> <p>Attempts an interpretive claim/assertion in the form of a thesis but thesis is unclear.</p> <p>Uses some language that clarifies or supports intent or establishes an authoritative voice.</p>	<p>Selection or summary of key ideas and/or audience is invalid.</p> <p>Thesis is invalid or does not address prompt.</p> <p>Does not use language that clarifies or supports intent or establishes an authoritative voice.</p>
* Demonstrates Critical Thinking	<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>Thoroughly maintains focus.</p> <p>Provides closure leaving the reader with something provocative to think about.</p>	<p>Analyzes a condition, or situation of significance as the basis for the reflection. W-10-14.2</p> <p>Makes connections between personal ideas and experiences and more abstract aspects of life. W-12-14.6</p> <p>Accurately selects and uses a range of elaboration techniques such as questioning, comparing, connecting, interpreting, analyzing, or describing to establish a focus. W-10-14.4</p> <p>Maintains focus. W-10-5.5; W-10-7.2</p> <p>Provides closure, leaving the reader with something to think about. W-10-14.5</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>Weak focus.</p> <p>Attempts to provide closure, but is ineffective in providing the reader with something to think about.</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>Lacks focus</p> <p>Does not provide closure or leave the reader with something to think about.</p>



<p>Creates an organizing structure</p>	<p>Uses an organizational structure that enhances the response.</p> <p>The opening, body, and closure are skillfully organized.</p>	<p>Uses an organizational structure that allows for a progression of ideas to develop.</p> <p>W-10-1.1-4, 3.4; W-10-4.6; W-10-14.3, 5</p> <p>The response includes an opening, body, and closure.</p>	<p>Uses an organizational structure that causes confusion.</p> <p>The response shows some elements of organization.</p>	<p>There is little evidence of organization.</p>
<p>Demonstrates command of written language conventions</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Occasional errors do not interfere with meaning. W-10-9.1-5</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors do interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>