

Student: _____ Teacher: _____

Assignment: _____ Course: _____ SLEs: _____ Validated?: Yes No

(Circle) each SLE for which this assignment is portfolio-worthy

PERSONAL / REFLECTIVE ESSAY RUBRIC

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PERSONAL / REFLECTIVE ESSAY RUBRIC

| | | <i>Content</i> | <i>Organization & Development</i> | <i>Syntax, Grammar</i> | <i>Voice</i> | <i>Mechanics</i> | <i>Overall Effectiveness</i> |
|---|-------------------------|--|---|--|---|--|--|
| 4 | Exceeds the standard | Expresses an original or insightful main idea in a clear, creative manner. Convincingly explores a strong personal connection to the subject through presentation of an experience. Provides a variety of perspectives on the subject. Makes precise, perceptive, inventive use of specific, logical support and details. | Effectively uses elaboration strategies to convey depth of thought about the subject. Uses logical, comprehensive, and imaginative order. Smoothly integrates support. Uses inventive, varied transitions. Has a strong lead and conclusion. | Uses varied and sophisticated sentence structure. Uses correct word forms. Has no or very few grammar errors. | Author's individuality is evident and enriches the overall effectiveness. Distinctive tone is appropriate to purpose and engages the audience. Uses fluent, precise, vivid, and/or creative word choice. Makes effective, appropriate use of descriptive or figurative language. | Very few or no errors in spelling, punctuation, etc. (≤1 per ¶). Precisely follows assigned format (e.g. headings, margins, MLA documentation). Polished appearance. | Meets or exceeds all expectations and requirements creatively. |
| 3 | Meets the standard | Expresses a logical, relevant main idea clearly. Reveals a meaningful personal response to subject and the experience(s). Makes consistently accurate, relevant use of specific, logical support and details. | Uses a variety of strategies to expand on the subject in a thoughtful manner. Uses logical, straightforward order. Integrates support clearly. Uses smooth, logical transitions. Has an effective, appropriate lead and conclusion. | Generally varied, clear sentence structure. Mostly correct word forms. Very few grammar errors. | Author's individuality is evident and contributes to the overall effectiveness. Tone is mature and appropriate to purpose. Uses mostly clear, careful word choice. Includes some descriptive or figurative language. | Few errors in spelling, punctuation, etc. (1-2 per ¶). Closely follows assigned format. Neat. | Meets all or nearly all expectations and requirements. |
| 2 | Approaches the standard | Main idea is relevant and generally clear, but lacks depth of personal engagement with subject. Logic is faulty, vague, or simplistic at times. Has some well-chosen support, but at times vague or irrelevant. Contains minor but significant errors of fact. | Shows a generally clear development of main idea, but makes limited use of strategies to expand on the subject. Order is sometimes illogical, vague, or repetitive. Is awkward, choppy, or inconsistent in integration of support. Uses adequate but sometimes abrupt transitions. Has an adequate lead and conclusion. | Somewhat varied but at times repetitive, awkward, or faulty sentence structure. Mostly simple but complete sentences. Several significant errors in grammar or word forms. | Tone is impersonal, vague, uncertain, or inconsistent. Meaning is not hidden. Word choice is generally clear, but at times imprecise, awkward, wordy, repetitive, elementary, or inappropriate. Little descriptive or figurative language. | Several minor but intrusive errors of spelling, punctuation, etc. (2-4 per ¶) Inconsistent with assigned format. Fairly neat. | Adequately meets some but not all expectations and requirements. |
| 1 | Below the standard | Main idea is vague, simplistic, unclear, or irrelevant. Reveals little or no personal engagement with the subject. Several significant errors of fact. Inadequate support. | Uses few or no strategies to expand on the subject. Is inconsistent or superficial in development of main idea. Is incomplete, illogical, rambling, or unclear in order. Weakly integrates support. Uses insufficient or unclear transitions. Has an ineffective or irrelevant lead and/or conclusion. | Little sentence variety. Often awkward sentence structure. Several or many significant errors in grammar or word forms. | Tone is uncertain or inappropriate. Meaning is unclear at times. Word choice is repetitive, elementary, or inappropriate. Little or no descriptive or figurative language. | Several intrusive errors of spelling, punctuation, etc. (4+ per ¶). Fails to follow assigned format. Sloppy or careless in presentation. | Fails to meet many or most expectations and requirements. |
| 0 | | Off topic. Inadequate material on which to judge. Little or no apparent effort. | | | | | |