### Reflective Essay Rubric

#### Controlling Idea:
- **5 (Exceeds Standard)** – Controlling idea clearly identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.
- **4 (Meets Standard)** – Controlling idea identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.
- **3.5 (Nearly Meets Standard)** – Controlling idea generally identifies the purpose of the paper, showing analysis of a condition, personal observation, or experience.
- **3 (Below Standard)** – Controlling idea weakly identifies the purpose of the paper, and does not show analysis of a condition, personal observation, or experience.
- **2 (Little Progress Toward Standard)** – Controlling idea does not identify purpose of the paper.

#### Analysis:
- **5 (Exceeds Standard)** – In depth analysis of a condition, personal observation, or experience.
- **4 (Meets Standard)** – Clear analysis of a condition, personal observation, or experience.
- **3.5 (Nearly Meets Standard)** – Analysis of a condition, personal observation, or experience.
- **3 (Below Standard)** – Superficial analysis of a condition, personal observation, or experience.
- **2 (Little Progress Toward Standard)** – Limited analysis of a condition, personal observation, or experience.

#### Organization:
- **5 (Exceeds Standard)** – Introduction creatively previews main ideas; conclusion leaves a lasting impression; purposeful placement of content unifies paper.
- **4 (Meets Standard)** – Introduction clearly previews main ideas; conclusion leaves an impression on the reader; purposeful placement of content unifies paper.
- **3.5 (Nearly Meets Standard)** – Introduction previews main ideas; conclusion provides a sense of closure; purposeful placement of content unifies paper.
- **3 (Below Standard)** – Introduction provides little preview of main ideas; conclusion gives little support of ideas; weak placement of content.
- **2 (Little Progress Toward Standard)** – Introduction provides no preview of main ideas; conclusion provides little sense of closure; little attention paid to placement.

#### Content:
- **5 (Exceeds Standard)** – Much relevant information included; all extraneous information excluded.
- **4 (Meets Standard)** – Relevant information included; extraneous information excluded.
- **3.5 (Nearly Meets Standard)** – Mostly relevant information included; most extraneous information excluded.
- **3 (Below Standard)** – Some relevant information included; some extraneous information excluded.
- **2 (Little Progress Toward Standard)** – Little relevant information included; little extraneous information excluded.

#### Writing Strategies:
- **5 (Exceeds Standard)** – Creative use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).
- **4 (Meets Standard)** – Effective use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).
- **3.5 (Nearly Meets Standard)** – Fair use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).
- **3 (Below Standard)** – Weak use of appropriate strategies (e.g., concrete details, comparing and contrasting, naming, describing, creating a scenario).
- **2 (Little Progress Toward Standard)** – Ineffective strategies used.
**Transitions:**
- 5 (Exceeds Standard) – Strong, varied, and sophisticated use of transitions.
- 4 (Meets Standard) – Effective use of transitions.
- 3.5 (Nearly Meets Standard) – Some effective use of transitions.
- 3 (Below Standard) – Ineffective use of transitions.
- 2 (Little Progress Toward Standard) – Lack of transitions result in choppy and disjointed ideas.

**Voice and Word Choice:**
- 5 (Exceeds Standard) – Highly individual expression and purpose completely engage the reader with rich and lively language.
- 4 (Meets Standard) – Strong expression and purpose engage the reader with clear and precise language.
- 3.5 (Nearly Meets Standard) – Fair expression and purpose sometimes engage the reader.
- 3 (Below Standard) – Expression and purpose rarely engage the reader.
- 2 (Little Progress Toward Standard) – Limited language seriously impairs meaning.

**Sentence Fluency:**
- 5 (Exceeds Standard) – Sentences vary greatly in length and structure enhancing flow.
- 4 (Meets Standard) – Sentences vary in length and structure sustaining flow.
- 3.5 (Nearly Meets Standard) – Sentences vary slightly in length and structure restricting flow.
- 3 (Below Standard) – Sentences vary little in length and structure disrupting flow.
- 2 (Little Progress Toward Standard) – Sentences do not vary in length and structure inhibiting flow.

**Conventions and Formatting:**
- 5 (Exceeds Standard) – No errors in format, grammar, usage, or spelling.
- 4 (Meets Standard) – Few noticeable errors in format, grammar, usage, and spelling.
- 3.5 (Nearly Meets Standard) – Some errors in format, grammar, usage, and spelling.
- 3 (Below Standard) – Many errors in format, grammar, usage, and spelling.
- 2 (Little Progress Toward Standard) – Excessive errors in format, grammar, usage, and spelling.

**Revisions and Editing:**
- 5 (Exceeds Standard) – Revisions and edits enhance writing with ample evidence of writing process or no revisions and edits needed.
- 4 (Meets Standard) – Revisions and edits improve writing with evidence of the writing process.
- 3.5 (Nearly Meets Standard) – Revisions and edits improve writing somewhat with evidence of the writing process.
- 3 (Below Standard) – Revisions and edits improve writing very little with evidence of the writing process.
- 2 (Little Progress Toward Standard) – Revisions and edits do not improve writing with evidence of the writing process.

TOTAL POINTS = FINAL SCORE (out of 50)

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