

Tiverton High School
School-wide Reflective Writing Rubric

Academic Expectations Students will be able to read, write, and communicate effectively

Course: _____ Teacher: _____ School Year: _____

Assignment: _____

| | 4 Proficient with Distinction | 3 Proficient | 2 Partially Proficient | 1 Substantially Below |
|---------------------------------|--|---|--|--|
| Ideas | <ul style="list-style-type: none"> • <u>Strongly</u> analyzes a situation or reflects on personal growth • <u>Multiple</u> elaboration techniques are used to establish a focus. (compare, describe, analyze, question) • <u>Many</u> relevant details give important information that support the focus idea | <ul style="list-style-type: none"> • Adequately analyzes a situation or reflects on personal growth • Some elaboration techniques are used to establish a focus. (compare, describe, analyze, question) • Some relevant details give important information that support the focus idea <p>W-14.1, W-14.2, W-14.4</p> | <ul style="list-style-type: none"> • <u>Very briefly</u> analyzes a situation or reflects on personal growth • <u>Very few</u> elaboration techniques are used to establish a focus. (compare, describe, analyze, question) • <u>Very few</u> relevant details give important information that support the focus idea | <ul style="list-style-type: none"> • Fails to analyze a situation or reflect on personal growth • No elaboration techniques are used to establish a focus. (compare, describe, analyze, question) • No relevant details are given to support the focus idea |
| Organization | <ul style="list-style-type: none"> • An <u>inviting</u> introduction draws the reader in and sets the context. • Text structure <u>strongly supports</u> purpose, is <u>captivating</u> to audience and <u>cleverly</u> supports the progression of ideas. • Details are <u>well thought and supportive</u>. Placement is <u>strategic</u> and logical. • Transitions <u>clearly</u> show how ideas connect. • Conclusion leaves reader with a sense of closure <u>and something to think about</u> | <ul style="list-style-type: none"> • An adequate introduction draws the reader in and sets the context. • Text structure is appropriate to purpose and audience and supports progression of ideas. • Details are relevant, and placement is logical. • Transitions show how ideas connect. • Conclusion leaves reader with a sense of closure. <p>W-1.4, W-14.3, W-14.5, W-14.1</p> | <ul style="list-style-type: none"> • The introduction <u>basically</u> sets the context. • Text structure is <u>somewhat</u> appropriate to purpose and audience and supports <u>minimal</u> progression of ideas. • Details are <u>somewhat</u> relevant, and placement is somewhat logical. • Transitions <u>somewhat</u> show how ideas connect. • Conclusion <u>vaguely</u> gives a sense of closure. | <ul style="list-style-type: none"> • The introduction is limited • Text structure is inappropriate to purpose and audience and fails to support any progression of ideas. • Details are irrelevant, and placement is illogical. • Transitions do not show how ideas connect. • Conclusion lacks a sense of closure. |
| Voice | <ul style="list-style-type: none"> • Conveys a <u>strong</u> commitment to topic and its importance throughout writing. • Establishes and <u>expressively</u> conveys an authoritative voice • Writing engages the reader <u>in a unique way</u> and demonstrates a strong sense of audience. | <ul style="list-style-type: none"> • Conveys a sensible commitment to topic and its importance throughout writing. • Establishes and conveys an authoritative voice. • Writing is engaging and demonstrates a sense of audience <p>W-7.3, W-7.4</p> | <ul style="list-style-type: none"> • Conveys a <u>basic</u> commitment to topic and its importance within writing. • <u>Somewhat</u> establishes an authoritative voice. • Writing demonstrates <u>some</u> sense of audience. | <ul style="list-style-type: none"> • Does not convey a sensible commitment to topic and its importance within writing. • Fails to convey an authoritative voice. • Writing lacks a sense of audience. |
| Word Choice | <ul style="list-style-type: none"> • Vocabulary <u>is sophisticated</u> and appropriate to purpose and audience. • Uses precise and descriptive language that clarifies and supports intent <u>throughout writing</u>. • Creates images, using <u>striking words/phrases</u> | <ul style="list-style-type: none"> • Vocabulary is appropriate to purpose and audience. • Uses precise and descriptive language that clarifies and supports intent. • Creates images, using sensory language <p>W-13.1, W-7.5</p> | <ul style="list-style-type: none"> • Vocabulary is <u>limited</u> in conveying message and in engaging the reader. • Uses <u>some</u> precise and descriptive language that clarifies and supports intent. • <u>Attempts</u> to create images, using sensory language | <ul style="list-style-type: none"> • Vocabulary is very limited in conveying the message. • Little evidence of precise or descriptive language • Little or no attempt to create images, using sensory language |
| Language and Conventions | <ul style="list-style-type: none"> • Uses varied sentence structure <u>to enhance meaning</u>. • Uses <u>sophisticated</u> organizational structures within paragraphs • Grammar/usage is <u>consistently</u> correct • Spelling is <u>consistently</u> correct. • Capitalization is <u>consistently</u> correct • Punctuation is <u>consistently</u> correct | <ul style="list-style-type: none"> • Uses varied sentence structure • Uses organizational structures within paragraphs • Grammar/usage is generally correct • Spelling is generally correct. • Capitalization is generally correct • Punctuation is generally correct <p>W-1.1, W-1.2, W-9.1, W-9.5, W-9.2, W-9.4</p> | <ul style="list-style-type: none"> • <u>Little variation</u> in sentence structure • <u>Little organization</u> in paragraphs • Grammar/usage: <u>minor errors</u> • Spelling: <u>minor errors</u> • Capitalization: <u>minor errors</u> • Punctuation: <u>minor errors</u> | <ul style="list-style-type: none"> • Sentences are structurally unsound and lack variation • Paragraph structure is unsound • Grammar/usage: <u>significant errors</u> • Spelling: <u>significant errors</u> • Punctuation: <u>significant errors</u> • Capitalization: <u>significant errors</u> |

Shaded boxes indicate criteria that students must achieve a “3” in to be proficient

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Reflective Writing Student Rubric Guide

| | 3 Proficient | Student Notes/Examples |
|---------------------------------|---|-------------------------------|
| Ideas | <ul style="list-style-type: none"> • Adequately analyzes a situation or reflects on personal growth • Some elaboration techniques are used to establish a focus. (compare, describe, analyze, question) • Some relevant details give important information that support the focus idea <p>W-14.1, W-14.2, W-14.4</p> | |
| Organization | <ul style="list-style-type: none"> • An adequate introduction draws the reader in and sets the context. • Text structure is appropriate to purpose and audience and supports progression of ideas. • Details are relevant, and placement is logical. • Transitions show how ideas connect. • Conclusion leaves reader with a sense of closure. <p>W-1.4, W-14.3, W-14.5, W-14.1</p> | |
| Voice | <ul style="list-style-type: none"> • Conveys a sensible commitment to topic and its importance throughout writing. • Establishes and conveys an authoritative voice. • Writing is engaging and demonstrates a sense of audience <p>W-7.3, W-7.4</p> | |
| Word Choice | <ul style="list-style-type: none"> • Vocabulary is appropriate to purpose and audience. • Uses precise and descriptive language that clarifies and supports intent. • Creates images, using sensory language <p>W-13.1, W-7.5</p> | |
| Language and Conventions | <ul style="list-style-type: none"> • Uses varied sentence structure • Uses organizational structures within paragraphs • Paragraphing reinforces organization. • Grammar/usage is generally correct and contributes to clarity and style. • Spelling is generally correct. • Punctuation is accurate, guides reader through text. <p>W-1.2, W-9.1, W-9.5, W-9.2, W-9.4</p> | |

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Course _____ Teacher _____ School Year _____

Assignment _____

Student Name _____ Date _____

| | Proficiency Criteria | Score | | | |
|---|---|-------|---|---|---|
| | | 4 | 3 | 2 | 1 |
| Ideas | • Adequately analyzes a situation or reflects on personal growth | 4 | 3 | 2 | 1 |
| | • Some elaboration techniques are used to establish a focus. (compare, describe, analyze, question) | 4 | 3 | 2 | 1 |
| | • Some relevant details give important information that support the focus idea | 4 | 3 | 2 | 1 |
| Organization | • An adequate introduction draws the reader in and sets the context. | 4 | 3 | 2 | 1 |
| | • Text structure is appropriate to purpose and audience and supports progression of ideas. | 4 | 3 | 2 | 1 |
| | • Details are relevant, and placement is logical. | 4 | 3 | 2 | 1 |
| | • Transitions show how ideas connect. | 4 | 3 | 2 | 1 |
| | • Conclusion leaves reader with a sense of closure. | 4 | 3 | 2 | 1 |
| Voice | • Conveys a sensible commitment to topic and its importance throughout writing. | 4 | 3 | 2 | 1 |
| | • Establishes and conveys an authoritative voice. | 4 | 3 | 2 | 1 |
| | • Writing is engaging and demonstrates a sense of audience | 4 | 3 | 2 | 1 |
| Word Choice | • Vocabulary is appropriate to purpose and audience. | 4 | 3 | 2 | 1 |
| | • Uses precise and descriptive language that clarifies and supports intent. | 4 | 3 | 2 | 1 |
| | • Creates images, using sensory language | 4 | 3 | 2 | 1 |
| Language and Conventions | • Uses varied sentence structure | 4 | 3 | 2 | 1 |
| | • Uses organizational structures within paragraphs | 4 | 3 | 2 | 1 |
| | • Paragraphing reinforces organization. | 4 | 3 | 2 | 1 |
| | • Grammar/usage is generally correct and contributes to clarity and style. | 4 | 3 | 2 | 1 |
| | • Spelling is generally correct. | 4 | 3 | 2 | 1 |
| | • Punctuation is accurate, guides reader through text. | 4 | 3 | 2 | 1 |
| Rubric Score= _____ Grade= _____ | | | | | |

Scoring Guide:

Proficient with Distinction 80-72; Proficient 71-60; Partially Proficient 59-53; Below 52-40; Substantially Below 39-0
After receiving their initial grade, students will be provided one opportunity to revise their work to demonstrate progress towards proficiency. Revised work must be completed within one week. The initial grade will be averaged with the new grade. The final revised score may not exceed 80%. For grading purposes, the grade for this work will be calculated by multiplying the rubric score by 1.25.

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For Teacher Use

Alignment to RIDE GSEs and RIDE Applied Learning Standards

| | |
|--|--|
| Content Standards/GSEs <i>(Include standards from your own content and other applicable content areas)</i> | |
| Reading GSEs | |
| Written and Oral Communication GSEs | <p><i>W-10-14 In reflective writing, students explore and share thoughts, observations, and impressions</i></p> <ul style="list-style-type: none"> • <i>W-10-14.1 Engaging the reader by establishing context (purpose) (State)</i> • <i>W-10-14.2 Analyzing a condition or situation of significance (e.g., reflecting on personal learning or growth), or developing a commonplace, concrete occasion as the basis for the reflection.</i> • <i>W-10-14.3 Using an organizational structure that allows for a progression of ideas to develop</i> • <i>W-10-14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, analyzing, or describing) to establish a focus (State)</i> • <i>W-10-14.5 Providing closure leaving reader with something to think about</i> <p><i>W-10-1 Students demonstrate command of the structures of sentences, paragraphs, and text</i></p> <ul style="list-style-type: none"> • <i>W-10-1.1 Using varied sentence length and structure to enhance meaning</i> • <i>W-10-1.2 Using paragraph structures appropriately</i> • <i>W-10-1.4 Applying a format and text structure appropriate to purpose, audience, and context (State)</i> <p><i>W-10-9 In independent writing, students demonstrate command of appropriate English conventions</i></p> <ul style="list-style-type: none"> • <i>W-10-9.1 Applying rules of standard English correct grammatical errors</i> • <i>W-10-9.2 Applying capitalization rules (Local)</i> • <i>W-10-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning</i> • <i>W-10-9.5 Applying conventional and word-derivative spelling patterns/rules (State) EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation</i> <p><i>W-10-7 Students effectively convey purpose</i></p> <ul style="list-style-type: none"> • <i>W-10-7.3 Writing with a sense of audience, when appropriate (State)</i> • <i>W-10-7.4 Establishing an authoritative voice (State)</i> • <i>W-10-7.5 Using precise and descriptive language that clarifies and supports intent_(State)</i> <p><i>W-10-13 Uses language effectively</i></p> <ul style="list-style-type: none"> • <i>W-10-13.1 Selecting vocabulary according to purpose and for effect on audience (Local)</i> |
| Mathematics GSEs | |
| RIDE Applied Learning Standards | <ul style="list-style-type: none"> • <i>Communication</i> • <i>Reflection and Evaluation</i> |