

REFLECTION RUBRIC

	MASTERFUL (10-9)	SKILLED (8-7)	ABLE (6-5)	DEVELOPING (4-0)	POINTS
PURPOSE, FOCUS, THESIS	Engaging and fully develops a clear thesis appropriate to assignment. Answers all the questions asked in the assignment well.	Competent and well-developed thesis; thesis represents sound and adequate understanding of topic. Answers all questions well, though one may be more soundly developed than the others.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or only indirectly supported. Answers few questions in the assignment well.	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis. Does not answer any of the questions well.	
IDEAS, SUPPORT, AND DEVELOPMENT	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific. Utilizes a variety of sources (at least four) well so that they contribute to the analysis of own work and learning.	Ideas supported sufficiently; support is sound, valid, and logical but lacks the depth of a masterful . Utilizes evidence (at least four) from own works and understands changes, but author does not engage with them as well as a masterful . Does not use a variety of sources.	Main points and ideas are only indirectly supported; support isn't sufficient or specific but is loosely relevant to main points. Does not utilize evidence and/or uses them poorly. Doesn't use four or three sources or uses them really poorly.	Insufficient, non-specific, and/or irrelevant support.	
ORGANIZATION AND STRUCTURE	There is an obvious purposeful organizing structure to the essay. Paragraphs are well-developed and appropriately divided. Ideas linked with smooth and effective transitions.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization while attempted was unsuccessful. Paragraphs were simple and disconnected. No evident transitions or planned sequence.	
VERBAL LANGUAGE	Uses appropriate language and diction. Establishes academic tone. Sentences are structured effectively and powerfully; rich, well-chosen variety of sentence styles and length.	Mostly uses appropriate language and diction. Tone mainly academic. Sentences are varied but structural errors occur due to a lack of proofreading.	Little or inconsistent use of appropriate language for an academic audience. Inappropriate diction. Tone not consistent. Sentences are formulaic or tedious and not varied. Errors in sentence structure occur repeatedly.	Shows almost no awareness of academic audience. Reveals no grasp of appropriate tone for assignment. Not fluent. Simple sentences used excessively almost exclusively. Errors in sentence structure.	
EDITING	Makes very few or no grammar, spelling, or punctuation errors. If there are in-text citations, they are accurate.	Some grammar, spelling, and punctuation mistakes. More time and care are needed in editing. Most in-text citations are accurate. Lacks works cited page.	Spelling and punctuation errors make reading difficult. Not many of the in-text citations if used are accurate.	Many spelling and punctuation mistakes make it difficult to understand the purpose of the piece. None of the citations are accurate.	
				Total	