**RICE LAKE HIGH SCHOOL**

**Final Reflection Paper Rubric**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Scorer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CRITERIA** | **Exceeds expectations** | **Meets standard** | **Near standard** | **Below standard** |
| **Focus and Organization** | * Introduction states and explains the origin of the portfolio in a thorough, engaging and honest manner. * Organization enhances paper’s overall effectiveness. | * Introduction states and provides a thoughtful explanation of the origin of the portfolio. * Organization is coherent and logical. | * Introduction states and attempts to explain the origin of the portfolio, but the explanation is not entirely clear or complete. * Organization is inconsistent and leads to confusion at some points. | * Introduction does not state and/or explain the origin of the portfolio *or* the explanation needs significant clarification. * Paper lacks coherent organization.   . |
| **Support & Elaboration/Content** | * Provides detailed description of the significant steps in the evolution of the portfolio. * Lists and describes thoroughly the significance of a wide variety of achievements. * Identifies and explains problems and solutions during the portfolio showing substantial evidence and explanation of problem solving skills. * Presents extensive and detailed evidence of what the student has learned about him/herself. | * Provides some description of the significant steps in the evolution of the portfolio. * Lists and describes the significance of a variety of achievements. * Identifies and explains problems and solutions during the portfolio showing some evidence and explanation of problem solving skills. * Presents some evidence what the student has learned about him/herself. | * Provides incomplete description of key steps in the evolution of the portfolio. * Lists and provides limited description and explanation of achievements and/or makes use of only a few achievements. * Refers to problems and solutions without providing substantial evidence or explanation. * Presents limited evidence of what the student has learned about him/herself. | * Provides little information about the key steps in evolution of the portfolio. * Lists but does not describe the significance of a limited range of achievements. * Provides little or no reference to or explanation of problems and solutions during the project. * Presents little or no evidence of what the student has learned about him/herself. |
| **Reflection** | * Provides evidence of a significant learning stretch/challenge. * Provides an in depth explanation of the impact of the portfolio on the student’s future plans. | * Provides evidence of a learning stretch/challenge. * Provides some explanation of the impact of the portfolio on the student’s future plans. | * Provides limited evidence of a learning stretch/challenge. * Provides little explanation of the impact of the portfolio on the student’s future plans. | * Provides no evidence of a learning stretch/challenge. * Provides no explanation of the impact of the portfolio on the student’s future plans. |
| **Conventions and Fluency** | * Mechanical and grammatical conventions are adhered to; there are no errors. * Transitions are used effectively throughout paper. * The essay is clear and fluent throughout. | * Mechanical and grammatical conventions are generally adhered to; there are few errors. * Transitions are used somewhat effectively between ideas. * The essay is generally clear and fluent.   . | * Mechanical and grammatical conventions are not adhered to throughout; there are several errors. * Transitions are not used effectively between ideas. * The essay is not consistently clear or fluent throughout. | * Mistakes in the use of mechanical and grammatical conventions impact clarity of the paper. * Transitions are missing or used ineffectively. * The essay is unclear overall and confusing in some portions. |

Revised 10/31/2013