**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.

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| **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.
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| **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.
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| **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.
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Revised 10/31/2013