




Name: _____


Period: _____

Guajome Park Academy High School Writing Rubric
Excel Unit Reflection



Criterion	1-2 (D- or F) Far Below Basic	3-4 (D+ or C-) Below Basic	5-6 (C+ or B-) Basic	7-8 (B+ or A-) Proficient	9-10 (A or A+) Advanced	Comments
<p>A: Content Knowledge How well does the student know;</p> <p>-The topic(s) studied -The topic(s) studied in relation to the assignment</p>	<p>-Little understanding of Essential Questions. -Little understanding of Standards. -Little or no feedback on Excel Unit. -Very simple intro paragraph & conclusion or missing paragraphs.</p>	<p>-Some understanding of Essential Questions. -Some understanding of Standards. -Some feedback on Excel Unit. -Simple intro paragraph & conclusion.</p>	<p>-Answers Essential Questions satisfactorily. -Answers Standards Questions satisfactorily. -Provides satisfactory feedback on Excel Unit. -Satisfactory intro paragraph & conclusion</p>	<p>-Answers Essential Questions in detail. -Answers Standards Questions in detail. -Provides detailed feedback on Excel Unit. -Good intro paragraph & conclusion</p>	<p>-Answers Essential Questions in depth. -Answers Standards Questions in Depth. -Provides in-depth feedback on Excel Unit. -Well-written intro paragraph & conclusion</p>	<input type="checkbox"/>
<p>B: Organization How effectively has the student</p> <p>-Expressed their idea. -Organized the components of the piece (introduction, body and conclusion). -Emphasized a main point, a focus, or thesis statement. -Developed paragraphs from main points. -Use transitions to</p>	<p>- Ideas are confusing and incoherent. -Introduction is weak or unclear and thesis is missing. -Organizational patterns show little or no relation to main idea. -Conclusion is weak or unclear. -Little or no use of transitions.</p>	<p>- Ideas makes sense some of the time; frequent lapses in coherence. - Introduction is present, but thesis is undeveloped. -Organizational patterns are suited to the main idea some of the time. -Conclusion is present, but underdeveloped.</p>	<p>- Ideas generally makes sense; rare lapses in coherence. -Introduction is inviting with a clear thesis. -Organizational patterns reinforce purpose, main idea and development. -Conclusion is appropriate. -Use of transitions unifies writing most of the time.</p>	<p>- Ideas are consistently coherent. -Introduction reflects the rest of the writing with a clear thesis. -Organizational patterns support purpose, main idea and development. -Conclusion supports the rest of the writing. -Use of transitions help develop ideas.</p>	<p>-Ideas are consistently well organized, clear, and coherent. -Introduction is inviting with a strong thesis. -Organizational patterns effectively develop and substantiate the ideas being expressed. -Conclusion is strong, thought provoking.</p>	<input type="checkbox"/>

<p>connect ideas and paragraphs. -Outline used and followed.</p>	<p>-No outline present.</p>	<p>-Attempted use of transitions some of the time. -Outline present, but underdeveloped.</p>	<p>-Outline present and followed most of the time.</p>	<p>-Outline present, properly organized, and maps the essay.</p>	<p>-Use of transitions contributes to unify whole. -Outline present, properly organized, detailed, and maps the essay.</p>	
<p>C: MLA (Modern Language Association) How effectively has the student</p> <ul style="list-style-type: none"> - Formatted their paper (double spaced, one inch margins, header, heading, etc.) -Supported their ideas with textual evidence and parenthetical citations. -Edited and revised their writing. -Formatted their Work Cited page (alphabetical order, hanging indent, etc.) -Properly cited sources in the Work Cited (books, websites, articles, etc.) 	<ul style="list-style-type: none"> -No attention is paid to MLA paper format. -No textual evidence is used to support ideas. -No attention is paid to parenthetical citation. -No evidence of revision. -No Work Cited provided. 	<ul style="list-style-type: none"> - Little effort is made to properly adhere to MLA paper format. -Little textual evidence is used to support ideas. -Little attention is paid to parenthetical citations. -Evidence of little revision -Work Cited included, but formatted incorrectly. -Many sources are cited incorrectly. 	<ul style="list-style-type: none"> -Paper somewhat resembles proper MLA format. -Some textual evidence is used to support ideas. -Some attention is paid to parenthetical citations. -Evidence of some revision. -Work Cited included with some adherence to MLA formatting. -Some sources cited correctly. 	<ul style="list-style-type: none"> -A few mistakes found in the MLA paper format. -Sufficient textual evidence is used to support ideas. -Sufficient attention is paid to parenthetical citation. -Evidence of appropriate revision. -Work Cited included with minimal MLA formatting errors. -Most sources cited correctly. 	<ul style="list-style-type: none"> -Correct MLA paper format. -Ample textual evidence is used to support ideas. -Parenthetical citations are used in a sophisticated manner. -Evidence of substantial revision. -Work Cited included with correct MLA formatting. -All sources cited correctly. 	

<p>D: Language Style & Usage How clear is the student's written expression</p> <ul style="list-style-type: none"> -Word Choice (appropriateness of vocabulary, variety in sentence). -Register a variety of language typically used in a specific type of communicative setting to a specific audience. -Directed towards the appropriate audience 	<ul style="list-style-type: none"> -Writing demonstrates little or no variety in diction/word choice and voice. -Register/level of formality is inappropriate to purpose (use of jargon, slang or clichés). -Writer shows little or no awareness of audience. 	<ul style="list-style-type: none"> -Writing rarely demonstrates variety in diction/word choice -Voice is sometimes implied. -Register/level of formality is somewhat appropriate to purpose. -Writer shows some awareness of audience. 	<ul style="list-style-type: none"> -Writing demonstrates some variety in diction/word choice -Voice is attempted. -Register/level of formality is appropriate to purpose. -Writer is aware of audience half the time. 	<ul style="list-style-type: none"> -Writing often demonstrates variety in diction/word choice -Voice is frequently present. -Register/level of formality is well suited to purpose. -Writer is mostly aware of audience. 	<ul style="list-style-type: none"> -Writing consistently demonstrates appropriate and greatly varied diction/word choice. -Appropriate voice and diction that enhances the writing. -Register/level of formality is effective to purpose. -Writer is aware of audience at all times. 	
<p>E: Written Conventions How clear is the student's written conventions:</p> <ul style="list-style-type: none"> -Grammar Usage -Spelling and Proofreading -Punctuation -Sentence Structure (run-ons, fragments, etc.) 	<ul style="list-style-type: none"> -Writing demonstrates incorrect grammar usage that persistently hinders communication. -Many spelling and punctuation errors. -Numerous sentence structure issues that interfere with communication. 	<ul style="list-style-type: none"> -Writing demonstrates regular errors in grammar usage -Regular spelling and punctuation errors that hinder communication. -Poor sentence structure that interferes with communication. 	<ul style="list-style-type: none"> -Writing demonstrates some grammar usage flaws that sometimes hinder communication. -Some spelling and punctuation errors. -Fair sentence structure with a few issues. 	<ul style="list-style-type: none"> -Writing demonstrates proper grammar usage. -Occasional errors in spelling and punctuation, basic proofreading. -Very few mistakes in sentence structure, does not hinder communication. 	<ul style="list-style-type: none"> -Writing demonstrates mastery of grammar usage. -No spelling or punctuation errors, excellent proofreading. -Proper sentence structure is present throughout the whole work. 	