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| Personal Refelction Paper  **Mrs. Budimlija** | |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| CATEGORY | 15-13 | 10-Dec | 7-Sep | 6 and below |
| Content: FOCUS 1 | Topic/subject is clear, though it may/may not be explicitly stated. Each paragraph addresses the questions in the prompt. | Topic/subject is generally clear though it may not be explicitly stated. Most questions are addressed. | Topic/subject may be vague. Missed several questions. | Topic/subject is unclear or confusing. Missed 4 or more questions. |
| Content: FOCUS 2 | Maintains focus on topic/subject throughout response. | May exhibit minor lapses in focus on topic/subject. | May lose or may exhibit major lapses in focus on topic/subject. | May fail to establish focus on topic/subject. |
| Content: STYLE - Sentence Fluency | Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure).  Follows an essay format. | Demonstrates reasonable sentence fluency.  Follows an essay format but lacks an intro or conclusion. | Demonstrates minimal sentence fluency. Is lacking an intro and/or conclusion. Merely answers questions instead of responding thoughtfully in writing. | Sentence fluency is lacking.  Does not follow an essay format. Merely answers questions instead of responding thoughtfully in writing. |
| Content: SUPPORT | Support information is related to and supportive of the topic/subject. Each paragraph has specific examples. | Support information has minor weaknesses in relatedness to and/or support of the topic/subject. Most paragraphs have specific examples. | Support information has major weaknesses in relatedness to and/or support of the topic/subject. Some paragraphs have examples. | An attempt has been made to add support information, but it was unrelated or confusing. There are few examples and some are vague. |
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