Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Overall Score**:

**Character Analysis Essay – Student Reflection Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| **Overall Response/Purpose**  |
| * Clear claim/thesis, strong response, complete, well-developed paragraphs
 | * Adequate claim/thesis, complete response, less developed paragraphs
 | * Uneven claim/thesis, weaker but complete, undeveloped paragraphs
 | * Unclear claim/thesis, confusing, poor, and/or INCOMPLETE response
 |
| **Organization**  |
| * Sustained, logical with effective introduction and conclusion and strong transitions
 | * Evident, adequate with appropriate introduction and conclusion and transitions
 | * Weaker, inconsistent, uneven with weak introduction and conclusion
 | * Little or none apparent, unfocused with MISSING or INCOMPLETE introduction and conclusion
 |
| **Evidence** |
| * Thorough, specific with relevant support from the text (with properly embedded quotations)
 | * Adequate, less specific or less relevant support from the text (that may not be properly embedded)
 | * Partial, imprecise, or relies heavily on summary of the text
 | * Minimal, vague, irrelevant, fails to support the claim, lacks specificity
 |
| **Analysis/Elaboration** |
| * Strong, effective, clearly explains how the evidence supports the claim/topic
 | * Included but less clear or specific, partially explains how the evidence supports the claim/topic
 | * Weak, unclear, does not apply to the claim or the evidence provided
 | * Minimal, missing, nonexistent
 |
| **Syntax, Diction, and Language Conventions** |
| * Sophisticated command of language with syntactic variety, appropriate word choice throughout with INSIGNIFICANT errors
 | * Adequate commands of language with more simplistic syntax, mostly appropriate word choice with minor errors that DO NOT DISRUPT MEANING
 | * Limited command of language with ERRORS that SOMETIMES DISRUPT MEANING with uneven and flawed syntax and weak word choice
 | * No command of language with MAJOR ERRORS that result in CONFUSION and LOSS OF MEANING
 |

**Overall Student Score**: \_\_\_\_\_\_ + \_\_\_\_\_\_ + \_\_\_\_\_\_ + \_\_\_\_\_\_ + \_\_\_\_\_\_ = \_\_\_\_\_\_ ÷ 5 =

In **a minimum of four sentences**, justify why you gave yourself the scores that you did for each of the above categories. Explain what parts of the essay you feel you did well. Explain which parts of the essay you struggled with. Lastly, provide an explanation for the overall score that you feel you earned.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Overall Score**:

**Character Analysis Essay Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| **Overall Response/Purpose**  |
| * Clear claim/thesis, strong response, complete, well-developed paragraphs
 | * Adequate claim/thesis, complete response, less developed paragraphs
 | * Uneven claim/thesis, weaker but complete, undeveloped paragraphs
 | * Unclear claim/thesis, confusing, poor, and/or INCOMPLETE response
 |
| **Organization**  |
| * Sustained, logical with effective introduction and conclusion and strong transitions
 | * Evident, adequate with appropriate introduction and conclusion and transitions
 | * Weaker, inconsistent, uneven with weak introduction and conclusion
 | * Little or none apparent, unfocused with MISSING or INCOMPLETE introduction and conclusion
 |
| **Evidence** |
| * Thorough, specific with relevant support from the text (with properly embedded quotations)
 | * Adequate, less specific or less relevant support from the text (that may not be properly embedded)
 | * Partial, imprecise, or relies heavily on summary of the text
 | * Minimal, vague, irrelevant, fails to support the claim, lacks specificity
 |
| **Analysis/Elaboration** |
| * Strong, effective, clearly explains how the evidence supports the claim/topic
 | * Included but less clear or specific, partially explains how the evidence supports the claim/topic
 | * Weak, unclear, does not apply to the claim or the evidence provided
 | * Minimal, missing, nonexistent
 |
| **Syntax, Diction, and Language Conventions** |
| * Sophisticated command of language with syntactic variety, appropriate word choice throughout with INSIGNIFICANT errors
 | * Adequate commands of language with more simplistic syntax, mostly appropriate word choice with minor errors that DO NOT DISRUPT MEANING
 | * Limited command of language with ERRORS that SOMETIMES DISRUPT MEANING with uneven and flawed syntax and weak word choice
 | * No command of language with MAJOR ERRORS that result in CONFUSION and LOSS OF MEANING
 |

**Overall Student Score**: \_\_\_\_\_\_ + \_\_\_\_\_\_ + \_\_\_\_\_\_ + \_\_\_\_\_\_ + \_\_\_\_\_\_ = \_\_\_\_\_\_ ÷ 5 =

**Teacher Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_