

Essay Reflection

Standards:

5. Student will be able to write a clear claim stating a specific position on a topic.
6. Students will produce supporting reasons to back up a claim.
7. Students will provide evidence to support a claim.
8. Students will be able to apply the persuasive appeals (ethos, pathos, logos).
10. Students will include an introduction that draws in the reader, provides brief background information, and states a thesis or claim.
11. Students will create an ending or conclusion that provides closure on the topic.
12. Students will be able to use effective transitions when moving between ideas.
14. Students will reflect on personal progress and areas for improvement in their work. (process skill)

Task:

The formal essay is now complete, but one of the most important aspects of writing is reflecting on what you have done. Read through your essay once again. This time I don't want you to look for mistakes, but focus on what you did well, your favorite parts, things you have improved on, and even areas you think may be weak and are still in need of improvement.

Criteria:

In at least 2 pages single-spaced, come up with an overall claim about your work on this essay. It can be good, bad, or even a mixture of the two, but it needs to be honest. You will not be graded based on whether you are right or wrong in your claim, but graded on your thoughts about your writing, and the process that lead to the final product.

Support the claim you have made with reasons, and specific evidence. Your evidence can come from many different places (e.g., the essay, an assignment, or something that you did along the way that is noteworthy).

Be sure to organize your thoughts into separate paragraphs with transitions, including an introduction and conclusion.

Rubric:

Criteria	Wt.	3	2	1	Total
<i>Introduction</i>		-includes an effective attention getter, brief background, and claim	-one of the introduction elements is incorrect or missing	-two or more of the introduction elements is incorrect or missing	
<i>Claim</i>		-states a clear position on the topic	X	-does not state a clear position on the topic	
<i>Supporting Reasons</i>	X3	-insightful supporting reasons are given	-reasons are somewhat insightful	-no reasons are given or reasons have very little insight	
<i>Supporting Evidence</i>	X3	- specific evidence given to support reasons	-some specific evidence is given to support reasons	-little to no evidence is given to support reasons	
<i>Conclusion</i>		-provides clear closure of ideas	-provides some closure of ideas, but is not entirely clear	-closure is attempted, but is confusing most of the time	
<i>Transitions</i>		-effective transitions are used between all paragraphs	-effective transitions are used in some paragraphs	-effective transitions used rarely or not at all	

Comments:**Total:_____**/30