SUMMATIVE PROCESS ASSESSMENT PART 2

Self-Reflection on Culminating Persuasive Essay

Standards

1. Identify the key parts of an introduction (e.g., hook, background, bridge, main claim) and explain their function and importance within the introduction structure.
2. Recognize an author's main claim and analyze the evidence an author uses to support their position on a topic.
3. Recognize writing as a process (e.g., drafting, editing, and revising) and apply these steps when producing a written piece of work.
4. Reflect on areas of personal strength and weakness within their skill level and work produced to help develop goals for future success.

Task

There are times when you might not have a peer or other reviewer available to help you gain feedback on your work or, like when constructing in-class essays, you won't be able to use them. This is only the beginning of several persuasive arguments you will have to make in your life (for academic reasons or otherwise). For this reason, self-reflection is an important bonus step in the writing process.

You were given the chance combine peer feedback with your own thoughts when redrafting your culminating essay. Likewise, you submitted both their comments and your self-assessment on your final draft. Now that you have received some of my feedback, compare these three sets of notes: 1. your original draft with your own notes, peer feedback and peer rubric. 2. Your tracked changes copy and self-assessment rubric. 3. Your final copy with my feedback and final rubric.

Criteria

Instead of focusing on your grade or minor level mistakes pay close attention to how elements of your paper changed from draft to draft. How did you use what your peer recommended and how did it improve your paper? What parts of your paper are your favorite or do you believe are the strongest, why? What was particularly challenging? What do you still feel like you could improve upon for the next paper you have to write?

Develop a main claim about your personal growth and reflection between drafts. Make sure your body paragraph is well-rounded and addresses not only growth, but areas that still might need work and how you might seek to improve them and your writing skills. Also, be sure to touch on each draft created and source of feedback (rough draft—self-evaluation notes, peer feedback; revisions—track changes, self-assessment rubric; final—teacher feedback and rubric). Wrap it up with a brief conclusion.

Rubric

*Would utilize class-made rubric from Process Task 3, criteria and descriptors may vary

Introduction			
CRITERIA	**Poor (0-1)**	**Adequate (2-3)**	**Excellent (4)**
Hook	Hook doesn't entice a reader to keep reading	Hook somewhat entices a reader to keep reading	Hook effectively entices a reader to keep reading
Bridge and Background Information	Bridge and/or background don't help the reader gain a context for the paper and are not relevant	Bridge and/or background somewhat help the reader gain a context for the paper and are mostly relevant	Bridge and background helps the reader gain a context for the paper and are relevant to
Main Claim (x2)	The main claim is not debatable or doesn't give the reader a preview of the paper		The main claim is debatable and gives the reader a preview of the paper

Body Paragraph			
CRITERIA	**Poor (0-1)**	**Adequate (2-3)**	**Excellent (4)**
Topic Sentence	Topic sentence doesn't state what the paragraph is going to be about	Topic sentence doesn't clearly state what the paragraph is going to be about	Topic sentence clearly states what the paragraph is going to be about
Evidence Used (x2)	Few pieces of evidence used support the topic sentence	Most pieces of evidence used support the topic sentence	All pieces of evidence used support the topic sentence
Inclusion of Specific Examples	No textual quotes are used	Only one textual quote is used	Two textual quotes are used
Incorporation of Specific Examples (x2)	No introduction and/or explanation are provided with either quote		Both introduction and explanation are provided with both quotes
Analysis of Growth (x2)	Analysis doesn't help develop the argument of the paragraph	Most of the analysis helps develop the argument of the paragraph	All of the analysis helps develop the argument of the paragraph
Plan for Future Improvement (x2)	Analysis doesn't or barely touch on plan for future improvement	Most of the analysis explains a plan for future improvement	All of the analysis explains a plan for future improvement

Conclusion			
CRITERIA	**Poor (0-1)**	**Adequate (2-3)**	**Excellent (4)**
Main Points	The main points are restated verbatim from introduction	Some of the main points are creatively restated	The strongest main points are mentioned
Closure (x2)	There is no sense of closure and/or new ideas are introduced	There is some a sense of closure and/or some new ideas are introduced	There is a sense of closure and no new ideas are introduced
Resounding Statement (x2)	The resounding statement is omitted or doesn't leave an impression on the reader	The resounding statement somewhat leaves an impression on the reader	The resounding statement leaves an impression on the reader

Overall Effect and Style			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4)
Conventions	Messy, illegible and a few mechanics errors	Neat and legible and/or mostly free of mechanics errors	Neat and legible and free of mechanics errors
Presentation and Organization	The mini essay is takes into account the proper structure but is confusing and lacks organization	The mini essay is clear and coherent taking into account the proper structure but lacks organization	The mini essay is clear and coherent taking into account the proper structure and organization

Comments:

Introduction ____
Body ___
Conclusion ___
Overall Effect and Style ___
TOTAL POINTS _____