

Criteria		Mastering (3)	Emerging (2) scoring	Developing (1) scoring
Content	Summary	The essay uses relevant survey results and feedback to provide a detailed summary of the student's strengths and weaknesses in terms of self-regulated learning.	The essay uses evidence from survey results and feedback to summarize student's strengths and weaknesses in terms of self-regulated learning. The summary is a bit thin; lacks detail.	The discussion of the survey and feedback is vague, superficial and/or simplistic.
	Suggestions	The discussion of suggestions for improvement in SRL are logically and explicitly related to the survey results and feedback, and developed in sufficient depth.	Choices of suggestions to which to commit are clearly discussed. The connections to the survey and feedback are present but might not always be explicit.	Choices of suggestions to which to commit are vague, if present at all, and/or only loosely connected to the survey results and feedback, if at all.
Organization	Structure	The essay is well-organized, with an order and structure that present the discussion in a clear, logical manner.	The essay has a general structure and order but may not have a clear overall organization that enables a reader to follow the progression of one idea to another. Although the structure is logical, it might seem haphazard at times.	The structure and order of the essay is muddled.
	Transitions	Transitions between paragraphs are appropriate and effective, and strengthen the progression of the essay.	Paragraphs are usually linked with transitions, as needed. The transitions might be implied or strained, but the reader can follow along.	Transitions between paragraphs are missing or ineffective; paragraphs tend to abruptly shift from one idea to the next.
Paragraphs	Focus on a Main Idea	Paragraphs are consistently and clearly focused on a main idea or point.	Paragraphs are generally focused on a main idea or point.	Most or all paragraphs lack one clear, main point; might have several topics.
	Cohesion	Within paragraphs, the individual sentences are seamlessly linked together; the reader can see the relationship between the ideas or information in one sentence and those in another sentence. The writing explicitly links sentences and ideas using adverbs (e.g., similarly, also, therefore), relative pronouns (e.g., who, that, which), conjunctions (e.g., and, or, while, whereas), and/or the repetition of key words, as appropriate.	The ideas or information in each sentence within a paragraph are generally linked together, if only loosely. Additional or better choices of linking words and phrases would clarify the connections b/w ideas within paragraphs.	The connections between ideas in sentences within paragraphs are unclear. Little effective use of linking words and phrases.
Sentences	Correct	Sentences are correct: no run-ons, fragments, or errors in subject-verb agreement.	Grammatically incorrect sentences, when present, are minor and do not interfere with meaning.	Significant syntax problems, such as fragments or run-on sentences, are present and numerous enough to distract readers and impede meaning.
	Complex	Consistent and appropriate use of a variety of sentence structures, including some sophisticated, complex sentence structures and syntactic forms.	Complex syntactic structures are present but not always used consistently; sentence structure may be varied but are not often sophisticated.	The sentences lack syntactic complexity and vary little, if at all, in structure. The sentences are generally simple in structure (subject-verb-object).
Conventions		Spelling, punctuation, and capitalization are correct to the extent that almost no editing is needed.	Spelling, punctuation, and capitalization are generally correct. There may be errors but they do not impeded meaning.	Frequent errors in spelling, punctuation, and/or capitalization may distract the reader and impede meaning.