

ELC2S02 Assessment Rubrics - Reflection (2022)

A-, B- and C- grades will show some features of grades A, B or C, with some of the features of the grades below.

B+, C+, D+ grades will reflect more features of grades B, C, or D, with some of the features of the grades above. Exceptionally outstanding work can get an A+.

	A Excellent	B Good	C Satisfactory	D Pass	F Fail
Clarity (50%) - uses paragraphs effectively to structure ideas - employs thesis statements, topic sentences and transition to promote clarity - connects ideas logically within and between paragraphs - communicates clearly through accurate language	Demonstrates competence in using introduction, body paragraphs and conclusion to introduce, elaborate and summarise ideas Achieves coherence and clarity highly effectively by using thesis statements, topic sentences and transition Presents ideas logically in relation to one another within and between paragraphs, making it very easy to follow Uses language to communicate meaning very clearly and accurately	Uses introduction, body paragraphs and conclusion highly effectively to introduce, elaborate and summarise ideas Achieves coherence and clarity effectively by using thesis statements, topic sentences and transition; may require minor improvement Presents ideas mostly logically in relation to one another within and between paragraphs, making it easy to follow Uses language to communicate meaning clearly and accurately, with occasional mistakes	Uses introduction, body paragraphs and conclusion effectively to introduce, elaborate and summarise ideas; may require minor improvement Attempts to use thesis statements, topic sentences and transition to promote clarity; may not consistently do so Presents ideas generally logically in relation to one another within and between paragraphs; presents minor errors impeding comprehension at times Uses language to communicate meaning generally clearly; may require minor improvement	Uses introduction, body paragraphs and conclusion generally effectively to introduce, elaborate and summarise ideas; may require major improvement at points Attempts to use thesis statements, topic sentences and transition; may require major improvement Presents ideas in relation to one another illogically at times, causing readers difficulty to follow in general Presents language with frequent mistakes, causing reading comprehension difficulty	Attempts to use introduction, body paragraphs and conclusion to introduce, elaborate and summarise ideas; may be generally ineffective Shows limited attempt to use thesis statement, topic sentences and transition Presents ideas in relation to one another frequently illogically, causing readers great difficulty to follow Fails to use language to communicate meaning clearly, causing readers extreme difficulty

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Analysis (40%) -provides relevant content to the writing topic - connects service to new learning - demonstrates critical analysis	Delivers a highly relevant and convincing answer to the reflection question	Delivers a relevant and convincing answer to the question; may need minor improvement	Attempts to deliver an answer to the question; may not be always relevant and/or convincing	Shows some attempt to answer the question; may need significant improvement in terms to be relevant and/or convincing	Shows no attempt to answer the question
	Demonstrates competence in connecting subject concepts, service experience and new learning; defines a new mode of thinking Demonstrates competence in questioning one's preconception, stereotypes, own biases and/or assumption; shows highly logical and critical analysis of self, others and/or subject concepts	Demonstrates an ability to connect subject concepts, service experience and new learning; may need minor improvement Demonstrates an ability to question one's preconception, stereotypes, own biases and/or assumption; shows logical and critical analysis of self, others and/or subject concepts	Attempts to connect subject concepts, service experience and new learning; may be inadequate or ineffective at most points Shows attempt to self-evaluate; contains some logical and critical analysis of self, others and/or subject concepts; may be inadequate at most points	Shows limited attempt to connect subject concepts, service experience and new learning Shows some attempt to self-evaluate; contains little analysis	Shows no attempt to connect subject concepts, service experience and new learning Shows no attempt to self-evaluate; lacks analysis
Appropriacy (10%) - balances description and analysis	Moves far beyond description; demonstrates both breadth and depth in analysis	Moves far beyond description; may require more depth in analysis	Moves beyond description; may lack depth in analysis	Shows attempt to move description; lacks depth in analysis	Shows no attempt to move beyond description; lacks analysis