

Rubric For Reflection Papers

		Excellent	Competent	Not Yet Competent	Poor
Creativity and Originality	30%	The student exceeds the parameters of the assignment, with original insight and/or a particularly engaging approach or style.	The student meets all parameters of the assignment.	The student meets most of the parameters of the assignment.	The student does not meet the parameters of the assignment.
Argument/Thesis/Focus	20%	The student's central argument is clear, interesting, and relevant to the class. The claims made in the body of the paper clearly and obviously support the central argument. The arguments and claims reflect a robust and nuanced understanding of key ideas from the course.	The central argument is clear and relevant. The claims made in the body of the paper support the central argument. The arguments and claims reflect a solid understanding of key ideas from the course.	The central argument is not entirely clear, though its relevance to the class is evident. Some of the claims made in the body of the paper do not support the central argument clearly enough. The arguments and claims reflect some understanding of key ideas from this course.	The central argument is unclear. The claims made in the body of the paper do not support the central argument. The arguments and claims reflect little understanding of or relation to key ideas from this course.
Evidence/Substantiation/Support	15%	The student provides ample, specific, varied, and unambiguous support for their claims. Quantitative evidence is demonstrable and properly cited, when appropriate. Qualitative interpretations and persuasive positions are explained in full and justified in depth. Ideas of others are properly attributed.	The student's claims are supported and explicated appropriately.	Some of the student's claims are inadequately or ineffectively supported.	The support for the claims made in the paper is not demonstrable or properly cited (if quantitative), or (if qualitative) it is insufficiently explained and presented without justification or proper attribution.
Structure/Organization	15%	The student's ideas are presented in a logical and coherent manner throughout the paper, with strong topic sentences to guide the reader. The reader can effortlessly	The reader can follow the organization of the argument or discussion with very little effort.	The reader cannot always follow the structure of the argument.	The reader cannot follow the structure of the argument.

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		follow the structure of the argument.			
Clarity	10%	The sentences are concise and well crafted, and the vocabulary is precise; the reader can effortlessly discern the student's meaning.	The reader can discern the student's meaning with very little effort.	The reader cannot always discern the student's meaning.	The reader cannot discern the student's meaning.
Mechanics	10%	There are no distracting spelling, punctuation, or grammatical errors.	There are few distracting spelling, punctuation, and/or grammatical errors.	There are some distracting, spelling, punctuation, and/or grammatical errors.	There are significant and distracting spelling, punctuation, or grammatical errors.