**Multi-Genre Project Reflection & Rubric Name:**

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|  | 9-10 | 7-8 | 5-6 | 3-4 | 1-2 |
| Dear Reader | Topic is thoroughly introduced and explained in a thoughtful manner and with some depth. | Topic is introduced and explained. The student has put some thought into the topic and explanation. | Topic is introduced and explained. The topic is simple, and the explanation is weak. | Topic is somewhat introduced and explained, but with very little depth. | Topic is introduced but not explained. Topic may be unclear. |
| Notes Section | Notes are in order, and all pieces are included. All pieces are thoroughly explained (including reason for inclusion). | Notes are in order, and all pieces are included. All pieces are explained, but some could use more explanation. | Notes are in order, and all pieces are included. Most are explained, but all could use more explanation. | Notes may not be in order, but most pieces are included. Some attempt has been made to explain the different works. | Notes are not in order and few pieces are included. Little attempt has been made to explain the works. |
| Writing Quality | Overall writing style is extremely strong across various genres and employs a masterful use of language. | Writing style is engaging and language has been used well in various genres. | Okay writing style. Some pieces are good, while others may be weak in places. | Poor writing style. Writings are awkward and could use some polishing. | Writing style is bad. Overall the writings are unfinished or have many errors. |
| Presentation | Cover page is creatively done, and graphics are used to add to presentation. Project is creatively laid-out and visually appealing. | Cover page is creative and adds to the project. Effort has been made to add visual appeal, and project shows creativity and care. | Cover page shows limited creativity, but is present. Some effort has been made to add visual appeal, and project shows some creativity and care. | Cover page is present, but there is no effort made to add visual appeal to it. Little creativity demonstrated in the rest of the project. Parts may be messy. | No cover page present. No effort made to add visual appeal. No demonstration of creativity in any part of the project. Parts are messy and it may be incomplete. |

**Reflection Rubric**

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| Level 6 (100-95%) | Level 5 (94-85%) | Level 4 (84-75%) | Level 3 (74-60%) | Level 2 (59-40%) | Level 1 (39-0%) |
| Student identifies own strengths/ weaknesses, and explains own strategies for improvement. | Student identifies own strengths/ weaknesses, and identifies a few strategies for improvement. | Student can recognize some basic, surface level areas of strength or weakness. A deeper, critical self-analysis may be limited or missing. | Student’s recognition of strengths and areas to improve are few but present. Deeper, critical self-analysis is limited. | Student recognizes few strengths and areas for improvement, but it is done more to be “complete” rather than to reflect and improve. | Student struggles articulating their strengths and learning targets. |
| Student touches on all requirements of the reflection citing multiple thoughtful examples. Reflection is beneficial to both learner and teacher to improve student learning. | Student touches on all requirements of the reflection citing at least one example for each. Reflection is done with the aim of developing his/her skill. | Student addresses nearly all the requirements of the reflection, has demonstrated examples of being critical, though some areas may need deeper analysis. | Student covers the general idea of the reflection, though may have failed to address all components. Reflection is still completed with the aim of improving his/her skills. | Student covers the general idea of the reflection, though several categories are missed and/or reflection is completed to be “done” instead of to improve. | Reflection fails to cover enough requirements and/or has not been completed with the goal of self-improvement. |

1. How did you grow as a writer this year?
2. In what areas would you like to continue to grow?
3. What advice would you give to someone who wants to be a creative writer?
4. What did you enjoy about this class? What should I do again? What do you think I should change if I teach this class again?