

FYE REFLECTION 1 RUBRIC

CRITERIA	1. Unacceptable	2. Approaches Baseline Expectations	3. Meets Expectations	4. Exceeds Expectations
<i>Americanah</i> as Context	Names, but does not clarify any specifics from the novel that relate to personal experience.	Presents comments about the novel but little contextual framework.	Uses specific events and/or characters from novel to introduce topic of reflection.	Clearly and precisely frames the novel as a reference for this reflection and personal experience.
Relation of Social and Academic	Demonstrates unclear distinctions between social and academic activities.	Makes distinctions about social and academic activities without analysis.	Analyzes the important points of intersection with social and academic activities.	Presents thoughtful analysis of the two types of activities and their relationships.
Organization of Points or Activities	Does not clearly arrange points by topic, activity, or category.	Shows a simple, chronological set of activities without related support.	Categorizes and orders points, furnishing clear support or illustrations	Demonstrates orderly and complex understanding of relationship between the two categories.
Understanding of the Liberal Arts Education	Presents no clear commentary on the liberal arts in education.	Presents features of liberal arts education with little interpretation.	Selects relevant features of a liberal arts education in discussion of activities	Actively engages values of a liberal arts education in analysis of activities.
Editing, Mechanics, Correctness	Demonstrates poor mechanics that distract the reader; sentence-level problems.	Frequently presents mechanical errors; some sentences difficult to follow because of wording.	Shows some errors in mechanics, but they seem random; most sentences clear and well-formed.	Presents few errors in mechanics; demonstrates editing abilities; sentences clear and well-formed.
Readability	Presents points that are difficult to follow and overly general.	Presents some appropriate specifics in a logical order.	Demonstrates a framework with relevant specifics to develop some nuanced observations.	Demonstrates an appeal to and awareness of reader--selection of effective and relevant specific observations.

FYE My Spelman Experience Reflections 2 Rubric

CRITERIA	1. Unacceptable	2. Approaches Baseline Expectations	3. Meets Expectations	4. Exceeds Expectations
Presentation and Analysis of Intellectual Climate	Presents limited identification of points about intellectual climate or details relevant to goals.	Identifies points about intellectual climate sparsely with limited links to student's own goals.	Establishes a general analysis of the intellectual climate, but does not establish precise relationship to goals.	Defines intellectual climate with precision and presents a clear, detailed analysis of the way in which concepts relate to goals.
Development of Specific Goals	Few goals articulated, not well-developed.	Listing of specific goals, not clearly explained or developed.	Clear identification and explanation of personal goals.	Goals for personal development clearly presented and linked to analysis of their causes and long term effects.
Purposeful Organization	No clear organizational structure; essay difficult to follow.	Organizational structure is weak or inconsistent; missing connections between ideas.	Organizational structure present but not always clearly connecting the ideas or sections.	Purposeful connections between ideas; progresses clearly from beginning to end.
Editing, Mechanics and Correctness	Poor mechanics that distract the reader; sentence-level problems that make comprehension of ideas difficult.	Essay contains consistent mechanical errors; some sentences difficult to follow because of wording.	Some errors in mechanics, but they seem random; most sentences are clear and well-formed.	Few errors in mechanics; demonstrated editing abilities; sentences are clear and well-formed.
Critical and Creative Approach	Limited consideration of critical or creative approaches. Little to no connection between critical or creative choices and	Demonstrates some critical or creative thought, but these instances may be sparse or lacking in relevance. Choices	Employs critical or creative approaches that are consistent with the reflection assignment and student goals.	Makes insightful and imaginative use of critical and creative approaches that complement the reflection and

	the thematic focus of the speech or student goals.	may not demonstrate careful or consistent consideration of audience.	Choices demonstrate awareness of audience.	enhance the viewer's experience (attention to audience).enhance the viewer's experience (attention to audience).
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