



**Concordia**  
UNIVERSITY • SAINT PAUL

**The Writing Center**  
Luther Hall 116  
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## Sample Rubric for Reflective Writing Assignments

*Professor Name and Class Title:* This helps ensure the assignment sheet doesn't get lost in the shuffle.

*Title of the Assignment:* This helps students associate the name of this type of writing with the format described below.

*Rough Draft Due:*

Some instructors include these due dates so that students have all of the assignment information in one spot.

*Final Draft Due:*

Depending upon their students' habits, instructors often include the time as well as the date (e.g. Friday, March 10, 2006, at 5 p.m.).

*Paper Length:*

Providing length guidelines helps students focus their ideas and structure their writing.

*Assignment Description:*

Provide a brief overview of the assignment and the skills students should demonstrate in their papers.

Example: Write paper in which you reflect upon the [experience, assigned reading, film]. Consider your initial impression, your final overall impression, what you learned from the experience, and how you might apply what you've learned. Remember to include specific details and examples from parts of the experience when making evaluative statements about it. You may use first person for this assignment.

*Requirements:*

List clearly the requirements to fulfill the assignment. Instructors can do this by breaking the paper into a set of skills (e.g. formulating a clear thesis statement, providing smooth transitions, etc.) students must demonstrate. This reinforces the idea that there are standard, "objective" criteria for evaluating informative/explanatory writing—as opposed to students' common perception that their papers are graded "subjectively" according to the instructor's whims—and, once graded, provides them with specific information about how well they demonstrate each skill. Having them turn in this assignment sheet with their final draft prevents having to print an assignment sheet and a grading sheet.

There are several ways to do this. One commonly-used method is presented on the following page:

<i>Skill Demonstrated</i>	<i>Exceeds expectations for college writing</i>	<i>Meets expectations for college writing</i>	<i>Does not meet expectations for college writing</i>
Introduction: provides an introduction to the [experience, assigned readings, film], sets the context within which the experience took place background and context for the topic; includes a thesis; lays out main points to be covered	(8-6 pts.)	(5-3 pts.)	(2-0 pts.)
Thesis: is clear and focused; indicates writer's overall impression of the experience	(5-4 pts.)	(3-2 pts.)	(1-0 pts.)
Summary: provides a brief summary of the experience	(11-8 pts.)	(7-4 pts.)	(3-0 pts.)
Body: explains clearly and thoroughly the writer's first impression as well as how and why that impression did or didn't change throughout the experience; explains what the reader learned from the experience	(14-10 pts.)	(9-5 pts.)	(4-0 pts.)
Reaction: explains clearly and thoroughly how the writer reacted to the experience and the writer's thoughts on why the writer reacted as he/she did	(8-6 pts.)	(5-3 pts.)	(2-0 pts.)
Organization: follows an appropriate organizational scheme (e.g. chronological, least important to most important, etc.)			
Supporting information: contains specific description of and examples from the experience to support the writer's impression	(14-10 pts.)	(9-5 pts.)	(4-0 pts.)
Quotes: incorporates quotes by introducing them smoothly and explaining/demonstrating their relevance	(14-10 pts.)	(9-5 pts.)	(4-0 pts.)
Paragraphs: start with a topic or transitional sentence; contain only information relevant to the paragraph's main idea	(8-6 pts.)	(5-3 pts.)	(2-0 pts.)
Transitions: moves the reader smoothly from one idea to the next	(8-6 pts.)	(5-3 pts.)	(2-0 pts.)
Conclusion: presents final thoughts on the topic; including how the writer will apply what he/she has learned from the experience; answers, "so what?" (in other words, why is this information important for the reader to know?)	(6-4 pts.)	(3-2 pts.)	(1-0 pt.)
Citation: cites in correct MLA style, both in-text and on the works cited page*	(11-8 pts.)	(7-4 pts.)	(3-0 pts.)
Revising: shows significant improvement from the rough draft to the final draft**	(11-8 pts.)	(7-4 pts.)	(3-0 pts.)
Editing and Proofreading: demonstrates careful reading and correcting of awkward sentences as well as grammar and punctuation errors	(8-6 pts.)	(5-3 pts.)	(2-0 pts.)
	(5-4 pts.)	(3-2 pts.)	(1-0 pt.)

\*Papers that do not contain citations will automatically receive an F.

\*\*If you attach a signed form from the Writing Center indicating you worked with a writing tutor, you may be eligible for additional points in this category.

**Total points available: 131**

**Your points: \_\_\_\_\_ / 131 = \_\_\_\_\_ % = \_\_\_\_\_ letter grade**