

ENG 101: Final Project: Critical Self-Reflection

| Criteria | Exemplary 100% | Proficient 90% | Developing 80% | Limited 70% | No Credit 0% |
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| Focus and Purpose 30% | The project offers a clear and sophisticated overview of the student's work, and its main ideas are focused and supported. It addresses all of the assignment requirements. | The project offers an overview of the student's work, and its main ideas are focused but may occasionally need further support. It addresses all of the assignment requirements. | The project begins to offer an overview of the student's work but does not do so clearly or fully. Main ideas may be unfocused and/or unsupported. It addresses most of the assignment requirements. | The project does not offer a clear overview of the student's work, analysis is vague or unclear, and many of its main ideas are unfocused or unsupported. It only partially addresses the assignment requirements. | Project does not offer an overview of the student's work and does not address any of the assignment requirements. |
| Content Development 30% | The author demonstrates a superior understanding of the course material and their own writing process and products through detailed analysis. Ideas are presented and organized to enhance the development of the reflection. | The author demonstrates a strong understanding of course material and their own writing process and products, but the analysis may have occasionally benefited from additional detail or support. Ideas are presented and organized to enhance or at least support the development of the reflection. | The author demonstrates a general understanding of course material and their own writing process and products, although the analysis is somewhat superficial or unsupported. Ideas are presented in an unfocused order, and the organization weakly supports the development of the reflection. | The author demonstrates a weak understanding of course material and their own writing processes and products; poor analysis is undertaken. Ideas are presented in an unfocused order, and the organization does not support the development of the reflection. | The author does not demonstrate an understanding of the course material or their own work. There is little to no analysis, and the reflection is not well supported. |
| Use of Sources 25% | Makes specific reference to course material and their own work. Makes insightful | Uses course material and their own work as evidence and identifies them | Uses course material and their own work as evidence but is not fully convincing. | Minimal comprehension of course material and an ineffective use of | Makes no reference to background reading or their own work. |

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| | and analytical connections and distinctions between the course material and their own work. Shows strong ability to paraphrase and summarize ideas in a text as well as to draw conclusions about the items in relation to their work. | consistently and correctly. Makes appropriate connections between readings and own work, although perhaps not completely. Shows adequate ability to paraphrase and summarize ideas in a text as well as to draw conclusions about their own writing. | Identifies references consistently and correctly. Makes few or unwarranted connections between course material and their own ideas. Shows some ability to paraphrase and summarize ideas in a text as well as to draw conclusions about their work. | them as evidence. Minimal reference to their own work and shows minimal ability to paraphrase and summarize ideas in a text and relate to their writing. | |
| Structure and Mechanics 15% | Ideas are communicated consistently well, using sophisticated vocabulary and effective structure in both the sentence and paragraph level. Project is free of spelling and grammatical problems, and it is properly formatted. | Ideas are communicated well, using clear vocabulary and effective structure in both the sentence and paragraph level. Project has infrequent and/or minor problems in spelling, grammar, or citation style. | Ideas are communicated fairly effectively, but the project would benefit from a more varied vocabulary or a more effective structure at the sentence or paragraph level. The project has some problems in spelling, grammar, and/or citation style that are beginning to affect the communication of ideas. | Communication of ideas is significantly hindered by word choice, sentence structure, and/or paragraph structure. The project does not observe an obvious, appropriate citation style. | Ideas are obscured due to vocabulary, paragraph or sentence structure, or problems in punctuation and/or grammar. The project does not observe a clear citation style, and few or no references are given. |